

Focus on Teaching

UNIVERSITY ~ OF ~ TORONTO

THE BULLETIN

AUGUST 23, 1993 ~ 47TH YEAR ~ NUMBER 2

More Budget Cuts Looming

BY JANE STIRLING

IN A YEAR WHEN FUNDING ANNOUNCEMENTS from the province have been particularly grim, another piece of bad news has been dropped in laps of universities — a base budget reduction of \$22 million may be implemented in 1994-95.

At the Aug. 3 Business Board meeting, President Robert Prichard said government officials have indicated there will be reductions of \$22 million for universities and \$12 million for colleges as part of the province's ongoing expenditure control plan. Of that amount U of T's share in 1994-95 and beyond would be about \$4.4 million. This comes on top of the \$3 million cut in 1993-94, announced last April.

David Scott, special assistant (policy) in the Ministry of Education & Training, said in an interview that university presidents have been told not to assume anything about transfer payment for 1994-95. If the government decides to introduce the \$22 million cut, it would be a permanent reduction from the base budget, he said.

Another item that is throwing a spanner into U of T's budget planning process is the social contract.

The agreements with faculty and staff associations and unions (included in this issue of *The Bulletin*) mean that the University will reduce expenditures by more than \$17 million in each of the next three years. But it is unclear whether that money will be restored to the University's budget at the end of 1995-96.

If it is not restored, the University could end up with a \$31.2 million base budget "problem" by 1997-98, Prichard said. This figure encompasses measures under the government's three-pronged deficit reduction strategy — the expenditure control plan, the social contract and such revenue-generating features as the retail sales tax that is being added to insurance premiums. The figure does not take into account the uncertainties about salaries and other disbursements after 1996.

The University administration had planned to introduce a supplementary budget by mid-October to deal with the government's spending reduction plans and social contract. At the board Prichard said there is a "strong school of thought" to leave the 1993-94 budget as is and instead revise the

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Learning to Think

THE FACULTY OF ARTS & Science is giving undergraduate education a shot in the arm.

Starting in the fall of 1994, each department and college on the St. George campus will offer two 199Y seminars. The goal is to give new students access to faculty members, studying a topic that may have nothing in common with the area they plan to specialize in later.

"Many of our entering students find themselves in very, very large lecture classes and don't have an opportunity to study closely with a continuing member of the professoriate," said Professor Kenneth Bartlett, co-chair of the undergraduate education advisory committee of arts and science. "This initiative provides us with an opportunity to do something about the quality of the student experience in the first year and try to mitigate some of the unfortunate circumstances that continued under-

funding has thrust upon us." A report from the committee co-chaired by Bartlett and Professor Steven Halperin of the Department of Mathematics says the intent is "to introduce students to the excitement of discovery, and develop their ability to think analytically and express ideas and logical arguments clearly and coherently."

Enrolment will be limited to approximately 20 students a seminar, permitting 1,600 of some 3,000 eligible first-year students to participate.

Professor Alan Latta of the Department of German supports the intent of the seminars but is concerned about staffing. Departments, regardless of size, must offer two seminars each; with a faculty complement of 12 in his department there are not enough professors to

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Calm Recess



DAVID WOHLFAHRT

The UC quadrangle is a shady alcove in the summer where students and their teachers can have a quiet chat and unwind from course work. So-Youp Jeon, left, and Joo-Young Lee, right, were enrolled in the intensive English-as-a-Second-Language course July 5 to Aug. 13 taught by Marjorie Murray through the School of Continuing Studies.

Social Contract a Fair Deal

BY SUZANNE SOTO

AS A RESULT OF THE SOCIAL contract, employees at U of T will see their annual salaries reduced by an average of about 0.8 percent over the next three years — the effect of six days' unpaid leave. That's a fair deal, say administration and employee representatives.

The University and the U of T Employee Associations & Unions — 13 faculty and staff groups representing over 90 percent of campus workers — signed their social contract agreements minutes before the Aug. 1 deadline set by the government. Business Board endorsed the pacts Aug. 3.

"My own judgement is that these agreements represent, in the circumstances, a very good settlement between us and the employee groups," President Robert Prichard told the board. The signing allows the University to reduce compensation costs by about \$17.5 million a year, a total of just over \$52 million.

Under the deal, employees earning more than \$30,000 a year will receive no cost-of-living, inflation or across-the-board salary increases between July 1993 and March 1996.

They must take six unpaid days off: Dec. 23 in 1993; June 30 and Dec. 23 in 1994; June 30 and Dec. 22 in 1995 and Jan. 2 in 1996. The resulting salary cut, amounting to about 0.8 percent each year, will be deducted from paycheques over the life of the agreement. Unionized workers will be able to use vacation days to cover the unpaid leaves.

The agreement has preserved a partial merit scheme for faculty and staff. Faculty and librarians are eligible for full progress-through-the-ranks increases — an average 2.25 percent raise — in the first two years of the contract but will receive no merit pay in the third.

Administrative and grant-paid staff members are receiving merit increases in the second and third years of the contract. In each of those years the University will set aside \$1.6 million for staff merit pay, an estimated drop of \$400,000 from previous allocations. Those at the top of their salary range qualify, for the first time, for merit increase.

Unionized employees will receive a one-time-only \$500 payment in the first year of the deal but no increases in the second and third years. The University's 90 senior

administrators are subject to a three-year salary freeze, six unpaid leave days and a partial merit scheme.

All salary and benefits agreements previously negotiated for 1993-94 will be honoured, including a one-time-only \$500 payment for staff. The University is also providing \$300,000 in each year of the contract for staff counselling and training. Greater job security for tutors, librarians and staff is also part of the agreement. The salary continuance program, introduced earlier, allows laid-off employees to have their severance pay disbursed in monthly instalments rather than in a lump sum and to be considered as internal applicants. This program is now reinforced by a freeze on external hiring and the establishment of a

~ See SOCIAL: Page 2 ~

SPECIAL

As in earlier years, the August issue of *The Bulletin* focuses on one area of the University's work — in this case teaching and undergraduate education. The special issue begins on page 3.

IN BRIEF



Funding for networks reduced

THE FEDERAL GOVERNMENT HAS ANNOUNCED THAT IT WILL CONTINUE the networks of centres of excellence program. Funding, however, is being cut. The 15 networks established in 1990 received \$240 million for four years of operation; the amount being made available from 1994 to 1998 is \$125 million. In the second phase fewer groups may share the purse. An Aug. 3 announcement by Industry & Science Canada says networks that wish to renew their funding must enter into a competition ranking them according to their progress and future plans. A decision on which networks are to be renewed will be made in early 1994. U of T is a principal partner in two of the networks — one focusing on microelectronics, the other on aging — and participates in nine others.

University buys new research computer

U OF T HAS PURCHASED A NEW RESEARCH COMPUTER, A KSR1 highly parallel computer. The machine will be used by researchers in such disciplines as astronomy, chemistry, computer science, electrical and computer engineering, mechanical engineering, medical genetics, physics as well as in instructional and research computing. David Sadleir, vice-president (computing and communications), said the University is willing to share the computer with other institutions and private business.

New math institute may be built

THE UNIVERSITY MAY ERECT A NEW BUILDING ON COLLEGE ST. FOR the Fields Institute for Research in Mathematical Sciences, President Robert Prichard told Business Board Aug. 3. The site being contemplated is on the north side of the street between the Koffler Student Services Centre and the School of Architecture & Landscape Architecture. U of T was awarded the Fields Institute in June in a competition with six Ontario universities. The institute, currently located at the University of Waterloo, promotes leading edge research in mathematical sciences and fosters interaction between universities and industry.

Six receive "green" funds

SIX DOCTORAL STUDENTS ATTENDING U OF T THIS FALL HAVE RECEIVED research fellowships from the federal government's Green Plan Eco-Research Program. Steven Bernstein, Benjamin Cashore, Rosamund Hyde, David Mackay, Mary Olaveson and David Tindall are among the 33 national fellowship recipients. The students will receive \$18,000 a year for up to three years to conduct research on issues such as teaching engineers to become more environmentally sensitive and the impact of North American environmental groups on forest policy development. The program is administered by a tri-council secretariat composed of the three federal granting agencies.

Benchimol succeeds Tak Mak

PROFESSOR SAM BENCHIMOL OF THE DEPARTMENT OF MEDICAL Biophysics is the new head of the cellular and molecular biology division at the Ontario Cancer Institute and Princess Margaret Hospital (OCI-PMH). Benchimol has been a senior scientist at the institute since 1983. He succeeds Professor Tak Mak of the Departments of Medical Biophysics and Immunology who recently left the post to accept the directorship of the Amgen Institute, a new research facility affiliated with OCI-PMH.

Clarke, psychiatry establish professorship

THE CLARKE INSTITUTE OF PSYCHIATRY AND U OF T'S DEPARTMENT of Psychiatry have established a new professorship in cultural pluralism and health studies, the first of its kind in North America. The professorship will seek to improve the health care provided to Canada's multicultural society through changes in curriculum and research. Professionals will be trained to take into account cultural differences and the country's diverse population when promoting health care changes and developing new models of health delivery. Funded by the Clarke and Multiculturalism & Citizenship Canada, the professorship will give priority to those working in immigrant and refugee settlements and the health of First Nations peoples.

Hall of Fame



John Graves Simcoe and Elizabeth Simcoe, embodied by Sherman Ki and Vanessa Porteous, guided the campus tours Aug. 6 to celebrate Toronto's 200th anniversary. Simcoe was the first lieutenant-governor of Upper Canada and has given name to everything from streets to counties and holidays. Simcoe Hall, seat of the University's central administration, is named for him, too, in recognition of his efforts to establish a university that would rival Oxford and Cambridge. Simcoe never saw the results of this work. He returned to England in 1796 and died in 1806, 21 years before the University was founded and 117 years before Simcoe Hall was built.

More Cuts

~ Continued from Page 1 ~
long-term budget strategy.

To make precipitous changes to the budget based on unstated government plans would be playing into its hands, Prichard said. "I am highly reluctant to engage in a strategy that would legitimize a position that the government won't state — that these are permanent reductions. I don't think it's our job to make that choice easier for the government. I'd like the government of Ontario to come clean as to its intentions and plans rather than our developing strategies on the most pessimistic basis and then them saying 'Oh yes, by the way, this is permanent.'"

Judith Eichmanis, vice-president (salary and benefits) of the U of T Staff Association, said both the government and University should examine their long-range plans more closely. If there are to be further funding reductions, the University should consider spending money from the endowed adjustment fund instead of cutting programs and staff. As well, the government should seriously question the effectiveness of measures such as the social contract if it discovers they are not helping in deficit reduction, she said.

Professor Bill Graham, president of the U of T Faculty Association, said the anticipated cut will result in a one percent cut to the University's budget. While not a great amount, Graham said it is another disturbing sign of the government's inability to deal effectively with post-secondary education in Ontario.

"Our view is that the government has been irresponsible in its dealings with universities," he said. "The treasurer himself has said that post-secondary education is one of the engines for future economic growth but they're taking the fuel away from that engine and that's something we all should be concerned about."

Social Contract Fair Deal

~ Continued from Page 1 ~
committee that ensures internal job applicants are considered before external candidates are sought.

"Given the fact that we couldn't bargain freely, we are relieved that we were able to preserve as much of the salary scheme as we can over the next three years," said Professor Bill Graham, president of the faculty association.

John Malcolm, president of UTSA, echoed Graham. "Bearing in mind that the social contract legislation left us with very little to work

with, I don't think we did too badly."

Michael Finlayson, vice-president (human resources), said although the University initially wanted employees to take more unpaid days off, the resulting agreement is "fair and equitable."

Prichard told Business Board the six unpaid days off will save the University about \$9 million in the next three years. The bulk of the \$52 million cut, approximately \$43 million, comes from the University's "contribution holiday" to the pension plan.

Learning to Think

~ Continued from Page 1 ~
teach the seminars, he said, and finding someone to volunteer their time might prove difficult. "I personally would not be willing at present to teach such a course because it would cost me the summer to prepare it and I would prefer to devote that time to my research." Each department should be given the option to participate or not, he said.

Dean Marsha Chandler told the committee that there would be enough resources to offer approximately 80 seminars a year. This means that "normally no additional resources would be available," said

Bartlett. However, Chandler has said she is willing to reconsider the matter if a department can show the seminar program causes serious hardship.

With or without additional resources, Bartlett said the quality of undergraduate education must be improved. "We simply can't say we're being forced into circumstances where the quality of undergraduate life is being reduced annually and there's nothing we can do about it. It's better that we do something with what we've got than just sit back and do nothing, wailing about the quality of student life."

UNIVERSITY OF TORONTO

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Focus on Teaching

ILLUSTRATIONS BY CHRIS VAN ES

TOOLS FOR TEACHING

The Faculty of Education teaches strategies that address criticisms about education

BY JANE STIRLING

Education has been getting a rough ride lately. Some say schools are not teaching children the basics and as a result reading, writing and math skills are way below par. Others say schools are not moving quickly enough to address the technological and social demands of a rapidly changing world. In an effort to help teachers address these concerns, faculties of education have devised a number of teaching strategies, including the following four taught at the Faculty of Education at U of T (FEUT).

EDUCATORS, SAYS PROFESSOR TARA GOLDSTEIN OF the foundations and secondary education departments, must start addressing the issue of power in society — how it is used and misused and how its oppressive nature can be changed. “We live in a violent, abusive world where there is racism, classism and sexism. The difference between the haves and have-nots is getting bigger and the consequence is showing up in schools. Teachers are being asked to deal on a personal level with kids who have problems. There needs to be a place to talk about these issues.”

As part of a progressive ideology, educators should take into account the social background, values and life experience of students to create the best possible learning environment, she says. “When you look at how diverse our student population is in the province and the different experiences they’ve had, you have to be prepared to work with a large range of learning styles and to accommodate these styles.” For example, if a physically challenged student is unable to write a report, the teacher should seek some other method of evaluation, an oral report, perhaps. Educational standards must be maintained, she notes, but teachers should be prepared to look for different ways to evaluate success.

The educational system should also ensure that all students have the same access to technology, Goldstein says. Children in inner-city schools should have the same opportunities as those from wealthier areas; girls should have as much access as boys.

In the faculty she is working to instil in her students an awareness of equity issues. She has conducted a workshop with the business studies students on sexual harassment in schools and this year plans to hold a series of workshops in family studies on such topics as violence against women and date rape.

THE GAME IS INSIDE-OUTSIDE CIRCLE. IN A Scarborough College classroom two circles of people face each other, introduce themselves and begin to talk. It’s not idle chatter, however. The “students,” who are actually educators involved in a workshop on cooperative learning, have been given a task and they are discussing answers with their opposite number. The noise level is high, people are moving around and it’s hard to tell if anything is being accomplished. A traditional teacher entering the room would probably perceive the group as out of control. In fact the teachers are interacting, analyzing questions and sharing their thoughts about what they have learned — in short, practising some of the key elements of cooperative learning.

The teaching strategy has been in existence since the late 1800s but has recently experienced a resurgence, says workshop leader Professor Carol Rolheiser of FEUT’s elementary department. Working as a team is becoming more important in

a world moving towards greater interdependence. Strong teamwork skills, noted the Conference Board of Canada in a policy paper this year, are critical to obtain the best results from work.

Cooperative learning involves working in small groups towards a common goal. Teachers act as guides or observers rather than the source of all knowledge. They assume a different profile in the classroom and can become learners themselves.

Extensive research shows cooperative learning helps students improve their retention of information and comprehension of ideas, Rolheiser says. Many theorists say that people understand and remember ideas better when they are discussed, questioned and debated. In classrooms where cooperative learning is used, students do most of the talking. Cooperative learning can also be helpful in preventing disruptive behaviour. By working together, students build “a sense of community” which reduces intergroup tensions and anti-social behaviour.

This is only one strategy in a repertoire of many, Rolheiser stresses. “We’re not saying no to competition or individual choices. There are times when these approaches are right. Kids need to develop all types of skills.”



Rolheiser is a great believer in faculty members “walking their talk,” modelling the strategies they hope their students will use. Her student teachers experience cooperative learning as learners themselves; then they develop the skills that will enable them to use it effectively with their students. “I see our students as being leaders of change in more collaborative work environments,” she says. “This is one of the changes we’re moving towards.”

ON GALBRAITH SITS IN FRONT OF THE TV MONITOR, flicks some buttons on the remote control and presto, a film appears on-screen. It could be Saturday night movie time at his home. But there is a difference — this is a classroom.

The use of interactive video disks in schools is not a startling new discovery, says Professor Galbraith, a science teacher and chair of FEUT’s secondary education department. Some US schools have been using the technology for about a decade; at FEUT it has been an instructional tool for three years.

The technology includes a laserdisk, similar in many respects to a CD. It may contain thousands of slides and hundreds of segments of film and provide enough audio-visual material

for an entire course. Teachers can design their own course by mixing and matching any number of the disk’s components, Galbraith says.

The interactive aspect comes into play with the use of a computer. Students can perform a variety of tasks on the computer such as answering questions that relate to the film or slide and changing variables that, in turn, change the screen image. Interactive video disks allow more creativity, Galbraith says. “They teach kids how to figure things out and how to access facts.”

The disks are used mainly in science classes at the faculty. As the technology becomes more popular, Galbraith expects to see its use broaden to other disciplines and throughout elementary and secondary schools.

ANNETTE YEAGER WAS PLEASANTLY SURPRISED. LAST year the family studies professor organized a computer network conference group with six students as part of their year-long assignment. Participants were provided with telephone modems that linked their home computers and they would regularly discuss course material, educational issues and ways to assist each other.

Teleconferencing was also a valuable tool for Yeager. “I had immediate access to the students’ thinking,” she says.

Conference networking or teleconferencing involves sending electronic mail messages to individuals or the whole conference group. At the faculty a number of instructors use the technology in conjunction with traditional teaching methods to improve learning. The point is not to teach students new technology but rather to use the technology to support learning in other areas, stresses Robert Cook, head of the Technology for Enhancing Learning Centre at the faculty.

Teleconferencing improves communication among students and between students and teachers. “Insights into a particular issue aren’t restricted to scheduled class times,” Cook notes. It also creates a different kind of rapport among participants. E-mail is a “comfortable medium halfway between conversation and written re-

ports” — more formal than the spoken word but less formal than the written one. All faculty projects indicate the technology has resulted in more learning and better teaching, he notes. “There is a greater recognition that learning doesn’t take place only with a teacher.”

Yeager agrees. The suggestions and questions that students asked about course material gave her insight into their levels of understanding. She could then make alterations or additions to the information. Teleconferencing also helped to integrate learning from other classes. “With seven people talking, it can trigger different ideas.” She also encouraged her students to use the technology when they were in schools practice-teaching. It allowed them to “talk” to each other about problems and solutions while they were out of the classroom for a couple of weeks.

The Ontario Teachers’ Federation and a number of school boards have established networks that link teachers with each other; some extend to university faculty members as well. FEUT has instituted a project that links about 30 graduates and faculty. Professor Carol Rolheiser, who helped organize the project, says the network acts as a support group for new teachers who use it to share ideas and solve problems. “It’s one way we can help our students,” she says. One way of many, it would seem.

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CLOSING THE LOOP

Simcoe Hall stresses academic accountability in latest move to improve undergraduate education

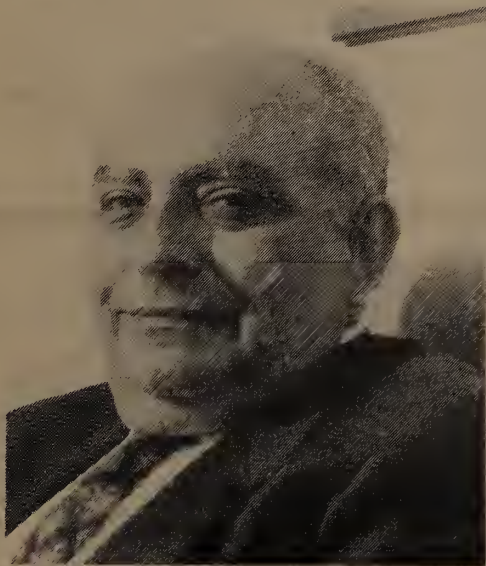
By SUZANNE SOTO

FOR YEARS TEACHING HAS TAKEN A BACKSEAT TO research but that may be changing. As far as the provost's office is concerned, a better balance between the two is needed. Projects supporting undergraduate education have already been launched and now it's time to measure the results.

Provost Adel Sedra, who assumed office July 1, has told principals, deans, academic directors and chairs he intends to "close the loop." The term describes a new system of academic accountability aimed at strengthening undergraduate programs and teaching.

Sedra's plan is ambitious. Over the next year he will examine all academic activities in all divisions of the University — the programs they offer, their quality and the budgets and resources they have at their disposal. At the same time academic leaders will be asked to formulate their own plans to improve programs and courses. While the primary focus of the planning process is to do things better, "to enhance quality in light of shrinking resources," the divisional plans could also lead to program reductions, Sedra says.

In order to enhance undergraduate teaching, a department may propose to reduce class sizes, organize teaching workshops for new faculty, hire undergraduate student counsellors or open more language and writing laboratories. "We are going to put the onus on deans, department chairs and divisional leaders to decide what should happen in this area," Sedra says.



Professor Adel Sedra

"Once a dean and I agree on certain actions, these actions will constitute an important element in the division's plans."

The agreements, scheduled to take effect in the fall of 1994, will work as contracts between the divisions and Sedra's office. On the basis of the contracts, the provost will try to give divisions the financial resources they need to carry out ongoing and new tasks. The final step in the process is the "closing of the loop" when results are evaluated. "We'll monitor progress every year and if progress is being made, we will continue to provide the resources," Sedra says. Each division will decide how to measure its success and may choose an indicator such as the results

of student surveys that show whether students think a particular program is working.

The plan is not the only pro-teaching initiative Sedra wishes to advance during his five-year term. He also intends to keep an eye on the University's tenure guidelines to ensure they are properly followed. "Like research, teaching is supposed to be

we were going to give students the positive experiences both they and we want them to have," Dewees says. "And I must say, we've been pleased with the response to our initiatives." Faculty members' interest in improving their instructional skills has been high, with significant participation in various programs. "Most of us want to teach well because it's more satisfying for us when students are learning."

Focus on Teaching

recognized by tenure and promotion. There is a perception — well, there might be some reality to it, I won't deny that — that [teaching] isn't and it will be my job to change that and to make sure good teachers are in fact recognized."

How is that done? By talking about it, by persuasion and by changing a University culture that generally extols the virtue of research while seemingly overlooking the value of teaching, Sedra says. He has not formulated more specific details on how to induce change and concedes the task could be monumental. But he expects to receive help from his adviser on undergraduate education, a position currently held by Professor John Kirkness of the Division of Humanities at Scarborough College.

Kirkness' appointment in 1989 was prompted by the report *Renewal 1987*, written by former president George Connell. It urged the University to pay more attention to undergraduate education and the undergraduate student experience. Kirkness has been remarkably successful, concluded a review committee last fall: "His efforts have included the provision of teaching services and the appointment of teaching consultants for the University; the creation of committees on teaching development and the undergraduate student experience; and the securing of external funding for professional development in teaching."

TEACHING HAS ALSO BEEN A MAJOR FOCUS FOR THE FACULTY of Arts & Science over the past couple of years. It has introduced a host of projects that encourage teaching excellence. The most recent is a collaboration with the 14,000-member Arts & Science Students' Union (ASSU) to gather and publish — in ASSU's Anti-Calendar — the comments students make about their courses and instructors in end-of-term evaluations, a task the union used to carry out on its own. As part of the deal, the faculty has agreed to use the student evaluations when reviewing instructors' job performance. Other initiatives include awards for outstanding teaching, teaching development seminars and more training for teaching assistants.

"We're certainly trying to lead in this area and mainly for two reasons," says Professor Don Dewees, vice-dean of arts and science. The first was a recognition in the 1980s that the faculty had placed too much emphasis on research and had, to some extent, neglected teaching, as pointed out in *Renewal 1987*. The second was a marked increase in class sizes. "Having classes of several hundreds made us realize we'd have to be more conscious and directed about undergraduate teaching, in particular, if

WHILE PROGRAMS TO STRENGTHEN TEACHING HAVE been launched, money has been spent and plans are being made for further improvements, those at the centre of all this attention, the undergraduate students, are reserving judgement.

"I'm still taking courses where the average class size is 200 students and where instructors are sometimes not equipped with the teaching skills needed to deal effectively with students," says Uma Sarkar, president of ASSU and a fourth-year international relations student. She believes that until students have more say in the delivery of their education, real and lasting improvement will elude U of T's classrooms. "We should be involved in the academic appointment process somehow. Also, there should be student-teacher parity in committees that affect students."



Uma Sarkar

Edward de Gale, a fourth-year history and political science student and president of the Students' Administrative Council, which represents more than 30,000 undergraduate students, commends the University's efforts. But there is more to be done, he says. "I understand there are fiscal implications with every decision we make to increase the quality of teaching. But if we want to continue calling ourselves the best university in Canada, or a great university globally, then we have to address these concerns. We have to link teaching performance and the quality of teaching to our overall mission in a much more direct and meaningful way."

Survey Shows Many Want Better Balance between Teaching, Research

U of T is research-intensive and should remain so but it must also pay more attention to its teaching commitment, respondents to a survey say.

Sponsored by Syracuse University, the poll surveyed faculty and academic administrators in nearly 300 North American research institutions, including U of T. Questionnaires were mailed out last November to nearly 2,500 faculty and administrators at U of T. Almost 1,100 people replied, 1,000 of whom were faculty members.

The survey asked people to comment on the existing balance between undergraduate teaching and research and to indicate what they thought the balance should be.

Fifty-five percent of faculty who answered the first question said the University's focus is tilted towards research. Eighteen percent said the University gives equal importance to both while 23 percent of faculty respondents thought the current focus is on teaching. Academic administrators responded along the same lines, with 22 percent indicating they saw an equal balance between teaching and research.

In response to the second question, 47 percent of faculty said they wanted equal importance placed on teaching and research. About 30 percent wanted to emphasize research while 12 percent wanted more attention paid to teaching. In the case of administrators, 52

percent of chairs and 56 percent of deans wished for a better balance.

The survey also shows that while female faculty see the University as more research-intensive than male faculty do, both groups prefer a balance. However, responses from the 71 chairs reveal that men in those positions wanted more emphasis placed on teaching, while women wanted the University to focus more on research.

This raises some interesting questions, says Professor John Kirkness, the provost's adviser on undergraduate education. Does U of T promote female faculty who are very good researchers because they will reflect the University's mission? Or do women feel that

to be good department chairs they have to favour research even though they personally want a better balance with teaching?

Kirkness says the survey's numbers as well as "numerous thoughtful and sometimes passionate comments" from U of T respondents will be analyzed for a report to be released later this year. Results of the larger survey have already been published. It indicates similar findings to those at U of T. "Many faculty, unit heads, deans and academic administrators at research universities believe an appropriate balance between research and undergraduate teaching does not now exist at their institutions, but that such a balance should exist," the US report concludes.

RESUSCITATION

Teaching in the Faculty of Medicine has undergone a dramatic change and the results look promising

By DAVID TODD

IT'S NOTHING THAT HE COULD EASILY PUT A FINGER ON, but David Tinker has had the same experience time and again, teaching first-year medical undergraduates. There comes a moment, usually towards the end of the spring term, when it seems that the students cross an invisible divide. "You feel that they've gone over the hump," says Tinker, a professor in the Department of Biochemistry. "They're not just these mouldy undergraduates, wondering what's the minimum they have to do to get an A in this course. Suddenly these people are on the road to becoming doctors."

This past year everything felt different. The students, Tinker sensed, crossed the Rubicon much sooner than ever before — within the first quarter of the year, in fact. And there was something more: the air of transformation, of lives suddenly charged with new possibilities, was stronger than he could remember at any time in his 25 years of teaching.

The 252 students who began their four years of medical school at U of T last September are pretty much the same as their predecessors: a group of intelligent and exceedingly competitive young men and women, mostly in their early 20s, all of them with at least two previous years of university study. What has changed is the nature of the educational experience itself. Last year the Faculty of Medicine completed a drastic overhaul of its undergraduate curriculum after an extended and sometimes trying process of deliberation and debate; this most recent first-year class became the first to test-drive the redesigned model.

Building on the recommendations of its task force for curriculum renewal, the faculty has moved away from the classical approach to medical education — often simply a process of cramming the students' heads full of information — in favour of a system designed to foster their ability to learn for themselves. To this end, the new curriculum incorporates an increasingly popular methodology pioneered at McMaster University called "problem-based learning," or "PBL," in which students acquire knowledge by examining clinical case studies in small, tutor-led groups. Although the change has created uncertainties for students and compelled faculty members to accustom themselves to a new style of teaching, the first year of the new curriculum has earned favourable reviews. "It's too early to evaluate its effectiveness," says Dean Arnold Aberman of medicine. "But the feedback I've had from faculty and students has been positive."

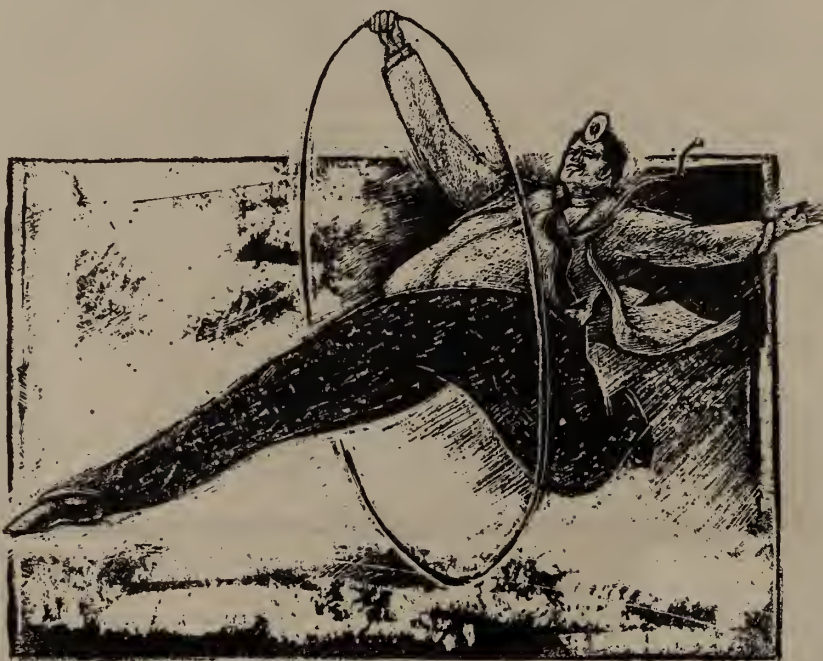
FOR FACULTIES OF MEDICINE AROUND THE WORLD, curriculum change is fast becoming a priority as they confront the limitations of their long-standing "Flexnerian" model of education. It was in 1910 that the Carnegie Foundation published a report by American educator Abraham Flexner which was to have an incalculable impact on the approach to medical education in the US and Canada. Flexner advocated the development of a system that would give students a solid grounding in the basic medical sciences, followed by instruction in clinical work. And that, with minor variations, is the system that still exists today in most medical faculties: two years in the classroom and lab, followed by two more in the wards.

Although this model has served well enough over the decades, its shortcomings have become increasingly clear. Students are expected to absorb a vast body of information, enduring hour upon hour of lectures during those first two years and poring over texts long into the night. In order to keep pace with the continual growth of medical knowledge, schools have found themselves constantly piling on new series of lectures and examinations. Professor Alvin Newman, director of curriculum development for the Faculty of Medicine, says that the resulting information overload simply leaves students numbed. "Few people look back on their medical school years as happy times," he says.

Many in the medical community have begun to sense that the

traditional curriculum is no longer best suited to producing the kinds of physicians that society needs. Professor Kenneth Shumak, associate dean (undergraduate medical education), says that the system tends to stress the basic sciences while giving relatively little attention to teaching communications skills or exploring the psychological and social dimensions of medicine. A more serious flaw, however, is the passive role that students end up playing. Medical education, says Shumak, is supposed to be a lifelong process, and yet the curriculum does little to encourage students to learn on their own.

"They come to count on the syllabus that we prepare and present to them," he says. "And when some of our graduates get out into the real world, with nobody there telling them what



to do, they don't feel very well prepared for medical practice."

The new curriculum has been aptly described as a hybrid: it makes problem-based learning exercises the cornerstone of the educational experience during the initial two-year "pre-clerkship" phase, before students begin their clinical instruction in the teaching hospitals, but still includes some lectures, labs and seminars as well. In the PBL sessions groups of six to eight students tackle a carefully written case study involving a fictional patient with a particular medical problem. Each member is expected to do independent study on one aspect of the

Flak of the Department of Psychiatry, who chairs medicine's faculty development committee, says that a tutor ideally plays the role of a guide helping the students learn for themselves rather than an authority providing them with the correct answers. Through the constant use of careful, probing questions, he explains, the faculty member tries to encourage students to think critically about every piece of information that comes their way.

"You're not trying to direct the course of the Mississippi River," agrees Tinker, one of the tutors in the new curriculum. "It's more like putting little dams at the edge to divert the current a bit, if it seems to be heading into a muddy area." Students, Tinker has discovered, gain a remarkable mastery of the subject material from problem-based learning because the process requires them not only to seek out information on their own but also to illuminate it for the rest of the group.

Professor Wilfred Palmer of the Department of Family & Community Medicine, who has tutored in two different courses, says that the exercise is a demanding one for faculty members. A tutor has the responsibility to keep students from acquiring misinformation but must refrain from simply jumping in and correcting them when they make mistakes. Faculty members must also help the undergraduates contend with the group dynamics in a PBL tutorial. Palmer, for one, allows participants to call time out whenever they have concerns or objections about the process.

The pre-clerkship phase of the curriculum has been divided into six blocks ranging from five to 21 weeks in length, each embracing a number of disciplines. Two courses run the entire length of the pre-clerkship. One, Art & Science of Clinical Medicine, prepares students for the doctor-patient relationship by enhancing their interpersonal skills: the goal is to teach them not only how to take a history and conduct a physical but also how to communicate effectively with patients. The other course, Health, Illness & the Community, serves to expose students to the realities of health care outside the hospital setting. They accompany nurses from the Metropolitan Toronto home care service on visits to patients and spend time in various community facilities such as day care centres and addiction treatment clinics.

Although they began the year with little idea of what to expect, students generally appeared to accept the new curriculum. There were a few frustrations: Linda Tietze, one of the class members, says that it took time for both students and faculty to adjust to problem-based learning. "It was hard for the tutors at the beginning to find a happy medium where they could guide the PBL without taking control," she says. Another student, Jayna Holroyd-Leduc, argues that the school still needs to find a replacement for its traditional multiple-choice and short-essay exam format, poorly suited to a curriculum emphasizing problem-based learning. Still, both women praise the faculty for actively seeking feedback from the students and attempting to make changes based on their suggestions.

Educators do not know whether this curriculum will ultimately produce physicians better able to cope with the explosion of medical knowledge and the changing expectations of patients and society at large. There is no research so far that would prove this categorically and some members of the U of T medical faculty remain frankly sceptical. "I'm completely unimpressed by the evidence for this move," grumbles one. On at least one point, however, there seems to be agreement: students tend to find it a more enjoyable experience and for that reason alone it seems worth trying. In the end it's possible that those who teach will find it more rewarding as well.

"I've had the experience of giving a lecture to 250 students, preparing it carefully and getting together a good set of slides," says Wilfred Palmer. "And unless you're a brilliant entertainer, you can just feel the whole class tuning out after 25 minutes. But [in the new curriculum] what you do is promote learning rather than just transmit information, and that's a major shift. It's exciting to be able to sit back and see learning actually occur."

MEDICAL EDUCATION IS SUPPOSED TO BE A LIFE-LONG PROCESS

case and then present that material to the rest of the group for further discussion. One of the goals is to help students learn to work in teams — an important lesson, since physicians today are being called upon to collaborate with nurses, physiotherapists and other health care providers much more closely than in the past.

THE MEDICAL FACULTY HAS ORGANIZED A PROGRAM OF tutor training for its members, most of whom have little prior experience with problem-based learning. More than 200 faculty have so far attended these three-phase workshops, designed to give them the opportunity to experience PBL from a student's perspective, to practice as tutors and to explore the potential problems that may arise in tutorials. Professor Edred



LOCAL AGREEMENT UNDER THE SOCIAL CONTRACT ACT

BETWEEN

THE GOVERNING COUNCIL OF THE
UNIVERSITY OF TORONTO

and

THE UNIVERSITY OF TORONTO STAFF ASSOCIATION

and

THE UNIVERSITY OF TORONTO FACULTY ASSOCIATION

and

THE UNIVERSITY OF TORONTO TRADE UNIONS

IN THE MATTER OF A LOCAL AGREEMENT UNDER THE SOCIAL CONTRACT ACT

BETWEEN

THE GOVERNING COUNCIL OF THE
UNIVERSITY OF TORONTO
(HEREINAFTER REFERRED TO AS "THE UNIVERSITY")
- and -
THE UNIVERSITY OF TORONTO STAFF ASSOCIATION
(Hereinafter referred to as "UTSA")

Whereas the University of Toronto and UTSA recognize the importance of honouring agreements, settlements and awards for 1993-94;

Whereas the University and UTSA recognize the need for reduced spending on compensation;

Whereas the compensation restraint agreed to by the employees will likely produce pension expense savings over the next three years;

Whereas it is agreed by the parties that it is appropriate to utilize a combination of unpaid days of leave and pension savings to meet in its entirety the University's expenditure reduction target of \$17.065 million under the Social Contract Act, 1993;

Whereas the purposes of the Social Contract Act, 1993 are as follows:

1. To encourage employers, bargaining agents and employees to achieve savings through agreements at the sectoral and local levels primarily through adjustments in compensation arrangements.
2. To maximize the preservation of public sector jobs and services through improvements in productivity, including the elimination of waste and inefficiency.
3. To provide for expenditure reduction for a three-year period and to provide criteria and mechanisms for achieving the reductions.
4. To provide for a job security fund.

The parties have developed this agreement in the spirit of those purposes and as a basis for achieving the University's expenditure reduction target which is the University of Toronto's discounted share of the university sector financial target.

I. THE UNIVERSITY OF TORONTO

The corporate powers of the University of Toronto are vested in a Governing Council, the authority and composition of which is prescribed in the statute establishing the University.

In 1992-93, there were approximately 55,000 students and 8,000 full-time University employees. The Ontario Labour Relations Act applies to some of its employees and collective bargaining takes place at the local level.

II. PURPOSE AND OBJECTIVES

It is essential to recognize:

1. That the University of Toronto provides high-quality, post-secondary education and undertakes provincial, national and international research. Within the community, the University is a major employer and through its education and research it is central to the intellectual, social, cultural and economic well-being of this province.
2. That the University of Toronto is an autonomous institution, established by the University of Toronto Act. The authority of the University governing body is contained in that Act. The University's Governing Council is open and accountable. It has specific legal obligations set out in the Act.
3. That a number of consultative or decision-making bodies exist which reflect the relationship between the government of Ontario and the universities, e.g., the Ontario Council on University Affairs (OCUA), which has traditionally dealt with issues of allocation and distribution.
4. That the employee associations and unions of the University of Toronto are representing faculty, librarians, administrative staff, technical staff and trades of the University of Toronto.

It is essential to acknowledge:

1. The autonomy, governance and unique character of the University of Toronto;
2. The principles of academic integrity and collegial self-management

which are inherent in the character of the University; and

3. The autonomy, unique character, diversity and ongoing status of the employee organizations as bargaining agents representing various groups of employees on terms and conditions of employment.

It is essential to ensure the fair and equitable treatment of all University employees, while preserving the University's ability to attract, retain and recognize the contributions of its employees in a manner consistent with its mission.

It is also important to note:

1. That provincially assisted universities rely significantly, for operating purposes, on transfer payments from the government of Ontario and tuition fees; and
2. That the process of Social Contract negotiations initiated by the Ontario government in April 1993 is intended to explore ways of mitigating the impact of the reduction in the level of such transfer payments over the period June 14, 1993 to March 31, 1996.

III. MISSION OF THE UNIVERSITY OF TORONTO

The University of Toronto is committed to being an internationally significant research university with undergraduate, graduate and professional programs of excellent quality.

IV. FINANCIAL ADJUSTMENTS

In light of (1) the reduction of financial contributions to the University of Toronto from the government of Ontario arising from the financial targets of the Social Contract, (2) the need to preserve accessibility to education and research services and (3) the government of Ontario's stated position that the impact of this reduction should be mitigated in the broader public sector for a three-year period, primarily through adjustments in compensation, the University of Toronto and UTSA agree to effect the required savings in a manner consistent with the Social Contract Act, 1993 through the following changes.

1. The Memorandum of Settlement, dated February 26, 1993, covering salary and benefit issues between the University and UTSA will be honoured for the

academic year 1993-94. Benefits improvements will be implemented as soon as practicable after the execution of this local agreement. The agreements between the University and UTSA will remain in force until its expiry date. The upgrades to the ODA Fee Schedule for 1994-95 and 1995-96 are to be implemented in a timely manner.

2. Except as hereinafter provided in the schedule attached, salaries and benefits resulting from the implementation of the agreement referred to in paragraph one above shall remain frozen until March 31, 1996. The University and UTSA agree that procedures enabling discussion of non-monetary issues, where they exist, remain unaffected.

3. The balance of the University's expenditure reduction target under the Social Contract Act, 1993 will be met through the utilization of pension savings.

Low Income Cut-Off

This agreement will not adversely affect employees who earn less than \$30,000 annually, excluding overtime pay. Nor will this agreement cause any employee, whose salary is in excess of \$30,000, to fall below \$30,000 exclusive of over-time in a given year .

Pay Equity and Human Rights

Nothing in this agreement shall be interpreted or applied so as to reduce any right or entitlement under the Human Rights Code or under the Pay Equity Act.

V. PRESERVING QUALITY OF SERVICE

None of the mechanisms, processes and provisions described in this section is intended to duplicate or abrogate any consultation or decision-making apparatus already established within the institution or within the sector.

A. Openness and Accountability

Disclosure and Participation in Decision Making

The government will update quarterly the stakeholders at the University on government finances and intentions. These briefings would include access to ministry-level financial information.

Review Procurement, Contracting Systems

The University agrees to review its goods and services procurement and contracting systems and to the extent that there may be sector-wide issues, to participate in a process, under the auspices of the University Restructuring Steering Committee, which will review those systems in the university sector. The scope of these systems reviews will include their effectiveness and the role they play in the local, regional and provincial economy. During the course of the review of its goods and services procurement and contracting systems, the University agrees to seek and consider the views of its employees and other members of the University community.

Employee Safeguards

The University agrees to maintain and, where necessary, establish a process to ensure appropriate protection to individual employees who reveal information on waste and inefficiency in the institution.

B. Elimination of Waste and Inefficiency

It is agreed that savings which are achieved at the University during the term of the Social Contract through the elimination of waste and inefficiency will be utilized to mitigate human resource impacts, maintain and improve the quality of services and for other institutional priorities.

The University agrees to establish a working group, with employee representation comprising one-half of the membership to:

- assess the feasibility and practicability of implementing new proposals to reduce waste and inefficiencies suggested in the institution;
- quantify the cost savings to be realized as a result of the implementation of the proposal; and
- make recommendations on how the savings actually realized should be used.

The employee representatives shall be appointed by the employee groups to a maximum of eight.

It is understood that the working group will have no authority to assess proposals or make recommendations with respect to academic requirements, appointments, programs, curriculum and academic structure of the University. These proposals must be considered through the established academic decision-making processes of the University.

Any arbitrator appointed pursuant to the Dispute Resolution provisions of this agreement has no jurisdiction to decide any question or dispute related to the subject

matter to be considered by the working group or the recommendations made by the working group. The arbitrator's jurisdiction shall be confined to deciding whether the working group has been established in compliance with this section.

C. Job Security

One of the main objectives of the Social Contract focuses on ensuring that job losses are minimized and that every effort is made to promote a fair and equitable sharing of the burden of restraint among the employee groups.

The proposals listed below are not intended to duplicate or abrogate existing practices or procedures and are subject to the provisions of existing collective agreements or other agreements with employee associations or groups.

No Lay-Offs to Achieve the Annual Social Contract Expenditure Reduction Target

During the term of this agreement which expires March 31, 1996, the University intends to achieve its annual Social Contract expenditure reduction target by utilizing unpaid days of leave and pension savings. During the term of the agreement, therefore, there will be no lay-offs, or non-renewals of renewable contracts, with respect to tutors, senior tutors, librarians, instructors, administrative and technical staff and trades for the purpose of achieving the University's expenditure reduction target under the Social Contract Act, 1993. Nothing in the foregoing is intended to limit the right of the University to lay-off or make organizational or other changes as required for reasons other than achieving the expenditure reduction target under the Social Contract Act, 1993.

Pursuant to the university sector agreement and the local agreement for the University of Toronto, the University of Toronto and its employees are eligible for funding under the provisions of the Job Security Fund in accordance with the Social Contract Act, 1993, the regulations thereunder, and the rules governing the operation of the Job Security Fund. The University agrees to make available to employees, employee associations, unions and groups information concerning the Fund and its operation.

Notwithstanding the above, in order to mitigate the impact of other reductions in transfer payments on employees:

Offer of Alternate Employment

1. The University of Toronto in consultation with its employees, subject to existing collective agreements or other established employment policies and provisions, agrees to develop and implement a protocol, applying to permanent employees (including employees paid on research grants and research contracts), whereby the University will give a job offer to its own qualified employees who are laid off or will be laid off between June 14, 1993 and April 1, 1996, for a suitable vacancy of a permanent position in any redeployment and/or hiring, provided that such protocol will preserve the University's right to hire the most qualified candidate, if there is a number of qualified internal applicants.
2. Notwithstanding the provisions of section one above, the University of Toronto reserves the right to conduct open competition for tenure, tenure-stream, and other faculty positions, and other senior academic administrative and Senior Management Group positions. Subject to the approval of the responsible vice-president, such open competitions will be held according to the policies and procedures of the University.
3. The University of Toronto further agrees to work with the other universities to develop and implement a protocol under the auspices of the Job Security Fund, applying to permanent employees, whereby the University will give priority consideration in any hiring to qualified employees laid off between June 14, 1993 and April 1, 1996 from other institutions in the sector for suitable vacancies of permanent positions, provided that such protocol will preserve the University's right to hire the most qualified applicant, if there is a number of qualified applicants and meet its commitment to its own employees as outlined in paragraph one above. The University agrees that if there is a geographically based redeployment list for employees under the auspices of the Job Security Fund, it will participate.
4. Nothing in these provisions shall frustrate the University's employment equity or other employment programs.
5. For purposes of this agreement, a qualified employee is defined as an employee who is laid off or who has received notification of lay-off or release and who is qualified or who would be qualified after a reasonable period of familiarization of up to six months or the normal probationary period if longer.

Reskilling and Retraining and Job Security

The University of Toronto and its employees shall set up a joint committee to cooperate with the Job Security Fund to work towards a comprehensive labour adjustment and training strategy for employees. This shall include provisions for counselling, reskilling and training.

The University agrees to provide an amount of \$300,000 in each year of the Social Contract for counselling, reskilling and training. The source of this funding is the Job Security Fund. Should the Job Security Fund not fund or not fully fund this amount, the University will fully fund or fund the difference of the amount.

Employees who are represented by the UTSA who are signatories to this agreement and who have been laid off or have received notification of lay-off and who

are not in tenure, tenure stream, other faculty positions and other senior academic administrative and Senior Management Group positions are eligible for services and programs developed by the Joint Relocation, Retraining and Counselling Committee.

Pursuant to the university sector agreement and the local agreement for the University of Toronto, the University of Toronto and its employees are eligible for funding under the provisions of the Job Security Fund in accordance with the Social Contract Act, 1993, the regulations thereunder, and the rules governing the operation of the Job Security Fund. The University agrees to make available to employees, employee associations, unions and groups information concerning the Fund and its operation.

VI. IMPLEMENTATION AND TRANSITION ISSUES

Term

The term of this agreement shall be in effect from June 14, 1993 until March 31, 1996 or until the repeal of the Social Contract Act, 1993, whichever is earlier. The signatories to this agreement may mutually agree to alter any of its provisions at any time during its term. The signatories to this agreement may mutually agree to extend any provisions beyond the term of the agreement. It is understood and agreed, however, that unless specifically provided for herein, no provision shall be retroactive for any period prior to ratification.

Transition

During the period commencing June 14, 1993 and expiring March 31, 1996, the parties agree to discuss transition issues for the post March 3, 1996 period.

Existing Collective and Special Agreements

Subject to the provisions of the Social Contract Act, 1993, it is understood that nothing in this agreement is intended to amend the provisions of the existing collective or special agreement which may only be amended by agreement of the parties.

Dispute Resolution

- 1. Any party to this agreement may refer a dispute involving the interpretation, application, administration or alleged violation of this agreement to arbitration under the Arbitration Act, provided the following procedure is followed, and any such reference constitutes a submission under the Arbitration Act.
- 2. The complainant must set out the issue in dispute in writing and deliver it to the respondent party.
- 3. Thereafter the appropriate employee, the appropriate employee representative(s) and the appropriate employer representative(s) must meet forthwith in earnest to resolve the issue.
- 4. If such meeting fails to produce a resolution to the issue satisfactory to the parties, then the complainant party may request arbitration by advising the respondent party in writing within fifteen (15) calendar days of the meeting.
- 5. For all disputes arising under this local agreement, the arbitrator shall be appointed by Owen Shime.
- 6. The person appointed shall be a "mediator/arbitrator" and must first engage the parties in mediation efforts before making a final and binding decision, if necessary.
- 7. The arbitrator shall not have the authority to add to, modify or delete any part of this agreement. The arbitrator shall have the powers granted to arbitrators under s.45 of the Labour Relations Act.
- 8. The fees and expenses of the arbitrator shall be divided equally between the participating representatives

SCHEDULE

This schedule applies only to those employees covered by the agreement between the University of Toronto Staff Association and the Governing Council of the University of Toronto:

The parties agree as follows:

- (a) i) The Blue Cross Dental Plan will be updated to reflect the current ODA Fee Schedule effective as soon as practicable after the date of execution of this local agreement. In addition, for the term of the agreement, payments made under the dental plan shall be made on the basis of the ODA fee schedule having currency at the time the payment obligation is incurred.

(ii) Retirees who are members of the University of Toronto Pension Plan shall receive pension augmentation according to the following:
For those whose date of retirement was June 30, 1980 or earlier — 4.0 percent; for those whose date of retirement was July 1, 1980 to June 30, 1985 — 2.0 percent; for those whose date of retirement was July 1, 1985 to June 30, 1989 — 1.5 percent; for those whose retirement date was July 1, 1989 to June 30, 1991 — 1.0 percent; for those whose date of retirement was July 1, 1991 and later — none.

- (b) The parties agree that in each of years 1994-95 and 1995-96, the University shall establish a fund consisting of \$700,000 to be added to base salaries and \$900,000 for one-time-only awards, both amounts to be awarded on the basis of merit. The method of distribution of the above fund shall be determined by the University UTSA Liaison Committee but may include an OTO award for those at the maximum of their range.
- (c) * In the period ending March 31, 1994, the University shall schedule one day of unpaid leave for employees.

In the period April 1, 1994 to March 31, 1995, the University shall schedule two days of unpaid leave for employees.

In the period April 1, 1995 to March 31, 1996, the University shall schedule three days of unpaid leave for employees.

The Enhanced Severance Package, agreed to for the academic year 1993-94, will be extended to March 30, 1996.

For the academic years 1994-95 and 1995-96, the provision for notice worked will be changed as follows: employees with up to three years service will continue to be given eight (8) weeks notice worked; employees with three or more years of service will be given sixteen (16) weeks notice worked to provide for counselling and planning for retraining and relocation.

The following items agreed to for the academic year 1993-94 expire on June 30, 1994 as per the agreement:

- Salary Continuance Program
- Exit Package
- Voluntary Early Retirement Program.

The University shall establish a joint committee to make recommendations by March 31, 1994 on the most effective use and design of early retirement, voluntary unpaid leave and voluntary exit programs. The joint committee shall consist of two members from UTSA, two members from the administration and one member appointed by the Vice-President, Human Resources after consultation with UTSA.

The University commits to review, in Liaison Committee, the compensation and merit programmes.

Benefit Plan Review

The University of Toronto and UTSA recognize the rapid escalation in the rate at which benefit costs are increasing. The parties agree to participate in a review of the cost and the design of all existing benefit plans by nominating representatives to a joint working group. The joint working group will consist of representatives of UTFA, UTSA and the administration and is expected to make recommendations to the University concerning possible plan changes and savings.

External Hiring Freeze

If no qualified laid-off, released or internal employee has applied for a job posted by the University, external candidates, including released staff of other institutions affiliated with the University of Toronto that are affected by the Social Contract Act, 1993, and other Ontario universities, may be considered following review and approval by the Joint Committee on External Hiring.

The Joint Committee on External Hiring shall consist of two members from UTSA, two members from the administration and one member appointed by the Vice-President, Human Resources after consultation with UTSA.

The protocols referred to in Section C 1 shall be discussed at the Liaison Committee and in C3 shall be discussed at the Joint Committee on External Hiring.

For the purpose of this agreement, permanent positions will be defined as all posted positions.

- * 1. December 23, 1993
- 2. June 30, 1994
- 3. December 23, 1994
- 4. June 30, 1995
- 5. December 22, 1995
- 6. January 2, 1996

IN THE MATTER OF A LOCAL AGREEMENT UNDER THE SOCIAL CONTRACT ACT

BETWEEN

THE GOVERNING COUNCIL OF THE
UNIVERSITY OF TORONTO
(HEREINAFTER REFERRED TO AS "THE UNIVERSITY")
- and -
THE UNIVERSITY OF TORONTO FACULTY ASSOCIATION
(Hereinafter referred to as "UTFA")

Whereas the University of Toronto and UTFA recognize the importance of honouring agreements, settlements and awards for 1993-94;

Whereas the University and UTFA recognize the need for reduced spending on compensation to meet the requirements of the Social Contract Act, 1993;

Whereas the compensation restraint agreed to by the employees will likely produce pension expense savings over the next three years;

Whereas it is agreed by the parties that it is appropriate to utilize a combination of unpaid days of leave and pension savings to meet in its entirety the University's expenditure reduction target of \$17.065 million under the Social Contract Act, 1993;

Whereas the purposes of the Social Contract Act, 1993 are as follows:

1. To encourage employers, bargaining agents and employees to achieve savings through agreements at the sectoral and local levels primarily through adjustments in compensation arrangements.
2. To maximize the preservation of public sector jobs and services through improvements in productivity, including the elimination of waste and inefficiency.
3. To provide for expenditure reduction for a three-year period and to provide criteria and mechanisms for achieving the reductions.
4. To provide for a job security fund.

The parties have developed this agreement in the spirit of those purposes and as a basis for achieving the University's expenditure reduction target which is the University of Toronto's discounted share of the university sector financial target.

I. THE UNIVERSITY OF TORONTO

The corporate powers of the University of Toronto are vested in a Governing Council, the authority and composition of which is prescribed in the statute establishing the University.

In 1992-93, there were approximately 55,000 students and 8,000 full-time University employees. The Ontario Labour Relations Act applies to some of its employees and collective bargaining takes place at the local level.

II. PURPOSE AND OBJECTIVES

It is essential to recognize:

1. That the University of Toronto provides high-quality, post-secondary education and undertakes provincial, national and international research. Within the community, the University is a major employer and through its education and research it is central to the intellectual, social, cultural and economic well-being of this province.
2. That the University of Toronto is an autonomous institution, established by the University of Toronto Act. The authority of the University governing body is contained in that Act. The University's Governing Council is open and accountable. It has specific legal obligations set out in the Act.
3. That a number of consultative or decision-making bodies exist which reflect the relationship between the government of Ontario and the universities, e.g., the Ontario Council on University Affairs (OCUA), which has traditionally dealt with issues of allocation and distribution.
4. That UTFA is an autonomous bargaining agent of the University of Toronto representing faculty and librarians.

It is essential to acknowledge:

1. The autonomy, governance and unique character of the University of Toronto;
2. The principles of academic integrity and collegial self-management which are inherent in the character of the University; and

3. The autonomy, unique character, diversity and ongoing status of the employee organizations as bargaining agents representing various groups of employees on terms and conditions of employment.

It is essential to ensure the fair and equitable treatment of all University employees, while preserving the University's ability to attract, retain and recognize the contributions of its employees in a manner consistent with its mission.

It is also important to note:

1. That provincially assisted universities rely significantly, for operating purposes, on transfer payments from the government of Ontario and tuition fees; and
2. That the process of Social Contract negotiations initiated by the Ontario government in April 1993 is intended to explore ways of mitigating the impact of the reduction in the level of such transfer payments over the period June 14, 1993 to March 31, 1996.

III. MISSION OF THE UNIVERSITY OF TORONTO

The University of Toronto is committed to being an internationally significant research university with undergraduate, graduate and professional programs of excellent quality.

IV. FINANCIAL ADJUSTMENTS

In light of (1) the reduction of financial contributions to the University of Toronto from the government of Ontario arising from the financial targets of the Social Contract, (2) the need to preserve accessibility to education and research services and (3) the government of Ontario's stated position that the impact of this reduction should be mitigated in the broader public sector for a three-year period primarily through adjustments in compensation, the University of Toronto and UTFA agree to effect the required savings in a manner consistent with the Social Contract Act, 1993 through the following changes.

1. The arbitration award of Mr. Munroe resolving salary and benefits issues between the University and UTFA will be honoured for the academic year 1993-94. Benefits improvements will be implemented as soon as practicable after the execution of this local agreement. PTR awards will

- be effective July 1, 1993. The agreement between the University and UTFA will remain in force until its expiry date. The upgrades to the ODA Fee Schedule for 1994-95 and 1995-96 are to be implemented in a timely manner.
2. Except as hereinafter provided in the schedule attached, salaries and benefits resulting from the implementation of the agreement referred to in paragraph one above shall remain frozen until March 31, 1996. The University and the UTFA agree that procedures enabling discussion of non-monetary issues, where they exist, remain unaffected.
3. The balance of the University's expenditure reduction target under the Social Contract Act, 1993 will be met through the utilization of pension savings.

Low Income Cut-Off

This agreement will not adversely affect employees who earn less than \$30,000 annually, excluding overtime pay. Nor will this agreement cause any employee, whose salary is in excess of \$30,000, to fall below \$30,000 exclusive of over-time in a given year .

Pay Equity and Human Rights

Nothing in this agreement shall be interpreted or applied so as to reduce any right or entitlement under the Human Rights Code or under the Pay Equity Act.

V. PRESERVING QUALITY OF SERVICE

None of the mechanisms, processes and provisions described in this section is intended to duplicate or abrogate any consultation or decision-making apparatus already established within the institution or within the sector.

A. Openness and Accountability

Disclosure and Participation in Decision Making

The government will update quarterly the stakeholders at the University on government finances and intentions. These briefings would include access to ministry-level financial information.

Review Procurement, Contracting Systems

The University agrees to review its goods and services procurement and contracting systems and to the extent that there may be sector-wide issues, to participate in a process, under the auspices of the University Restructuring Steering Committee, which will review those systems in the university sector. The scope of these systems reviews will include their effectiveness and the role they play in the local, regional and provincial economy. During the course of the review of its goods and services procurement and contracting systems, the University agrees to seek and consider the views of its employees and other members of the University community.

Employee Safeguards

The University agrees to maintain and, where necessary, establish a process to ensure appropriate protection to individual employees who reveal information on waste and inefficiency in the institution.

B. Elimination of Waste and Inefficiency

It is agreed that savings which are achieved at the University during the term of the Social Contract through the elimination of waste and inefficiency will be utilized to mitigate human resource impacts, maintain and improve the quality of services and for other institutional priorities.

The University agrees to establish a working group, with employee representation comprising one-half of the membership to:

- assess the feasibility and practicability of implementing new proposals to reduce waste and inefficiencies suggested in the institution;
- quantify the cost savings to be realized as a result of the implementation of the proposal; and
- make recommendations on how the savings actually realized should be used.

The employee representatives shall be appointed by the employee groups to a maximum of eight.

It is understood that the working group will have no authority to assess proposals or make recommendations with respect to academic requirements, appointments, programs, curriculum and academic structure of the University. These proposals must be considered through the established academic decision-making processes of the University.

Any arbitrator appointed pursuant to the Dispute Resolution provisions of this agreement has no jurisdiction to decide any question or dispute related to the subject

matter to be considered by the working group or the recommendations made by the working group. The arbitrator's jurisdiction shall be confined to deciding whether the working group has been established in compliance with this section.

C. Job Security

One of the main objectives of the Social Contract focuses on ensuring that job losses are minimized and that every effort is made to promote a fair and equitable sharing of the burden of restraint among the employee groups.

The proposals listed below are not intended to duplicate or abrogate existing practices or procedures and are subject to the provisions of existing collective agreements or other agreements with employee associations or groups.

No Lay-Offs to Achieve the Annual Social Contract Expenditure Reduction Target

During the term of this agreement which expires March 31, 1996, the University intends to achieve its annual Social Contract expenditure reduction target by utilizing unpaid days of leave and pension savings. During the term of the agreement, therefore, there will be no lay-offs, or non-renewals of renewable contracts, with respect to tutors, senior tutors, librarians, instructors, administrative and technical staff and trades for the purpose of achieving the University's expenditure reduction target under the Social Contract Act, 1993. Nothing in the foregoing is intended to limit the right of the University to lay off or make organizational or other changes as required for reasons other than achieving the expenditure reduction target under the Social Contract Act, 1993.

Pursuant to the university sector agreement and the local agreement for the University of Toronto, the University of Toronto and its employees are eligible for funding under the provisions of the Job Security Fund in accordance with the Social Contract Act, 1993, the regulations thereunder, and the rules governing the operation of the Job Security Fund. The University agrees to make available to employees, employee associations, unions and groups information concerning the Fund and its operation.

Notwithstanding the above, in order to mitigate the impact of other reductions in transfer payments on employees:

Offer of Alternate Employment

- 1) The University of Toronto in consultation with its employees, subject to existing collective agreements or other established employment policies and provisions, agrees to develop and implement a protocol, applying to permanent employees, whereby the University will give a job offer to its own qualified employees (including employees paid on research grants and research contracts) who are laid off or will be laid off between June 14, 1993 and April 1, 1996, for a suitable vacancy of a permanent position in any redeployment and/or hiring, provided that such protocol will preserve the University's right to hire the most qualified candidate, if there is a number of qualified internal applicants subject to existing collective agreements or other established employment policies and provisions.
2. Notwithstanding the provisions of section one above, the University of Toronto reserves the right to conduct open competition for tenure, tenure-stream, and other faculty positions, and other senior academic administrative and Senior Management Group positions. Subject to the approval of the responsible vice-president, such open competitions will be held according to the policies and procedures of the University.
3. The University of Toronto further agrees to work with the other universities to develop and implement a protocol under the auspices of the Job Security Fund, applying to permanent employees, whereby the University will give priority consideration in any hiring to qualified employees laid off between June 14, 1993 and April 1, 1996 from other institutions in the sector for suitable vacancies of permanent positions, provided that such protocol will preserve the University's right to hire the most qualified applicant, if there is a number of qualified applicants and meet its commitment to its own employees as outlined in paragraph one above. The University agrees that if there is a geographically based redeployment list for employees under the auspices of the Job Security Fund, it will participate.
4. Nothing in these provisions shall frustrate the University's employment equity or other employment programs.
5. For purposes of this agreement, a qualified employee is defined as an employee who is laid off or who has received notification of lay-off or release and who is qualified or who would be qualified after a reasonable period of familiarization for a job.

Reskilling and Retraining and Job Security

The University of Toronto and its employees shall set up a joint committee to cooperate with the Job Security Fund to work towards a comprehensive labour adjustment and training strategy for employees. This shall include provisions for counselling, reskilling and training.

The University agrees to provide an amount of \$300,000 in each year of the Social Contract for counselling, reskilling and training. The source of this funding is the Job Security Fund. Should the Job Security Fund not fund or not fully fund

this amount, the University will fully fund or fund the difference of the amount.

Employees who are represented by the UTFA who are signatories to this agreement and who have been laid off or have received notification of lay-off and who are not in tenure, tenure stream, other faculty positions and other senior academic administrative and Senior Management Group positions are eligible for services and programs developed by the Joint Relocation, Retraining and Counselling Committee.

Pursuant to the university sector agreement and the local agreement for the University of Toronto, the University of Toronto and its employees are eligible for funding under the provisions of the Job Security Fund in accordance with the Social Contract Act, 1993, the regulations thereunder, and the rules governing the operation of the Job Security Fund. The University agrees to make available to employees, employee associations, unions and groups information concerning the Fund and its operation.

VI. IMPLEMENTATION AND TRANSITION ISSUES

Term

The term of this agreement shall be in effect from June 14, 1993 until March 31, 1996 or until the repeal of the Social Contract Act, 1993 or until the Social Contract expenditure reduction target is reduced by the government, whichever is earlier. In the event that the Social Contract Act, 1993 is repealed prior to March 31, 1996, or if the Social Contract expenditure reduction target is reduced by the government during the term of the special agreement, the special agreement may be reopened at that time by UTFA to allow for bargaining solely on the issue of compensation. The signatories to this agreement may mutually agree to alter any of its provisions at any time during its term. The signatories to this agreement may mutually agree to extend any provisions beyond the term of the agreement. It is understood and agreed, however, that unless specifically provided for herein, no provision shall be retroactive for any period prior to ratification.

Transition

During the period commencing June 14, 1993 and expiring March 31, 1996, the parties agree to discuss transition issues for the post March 31, 1996 period.

Existing Collective and Special Agreements

Subject to the provisions of the Social Contract Act, 1993, it is understood that nothing in this agreement is intended to amend the provisions of the existing collective or special agreement which may only be amended by agreement of the parties.

Dispute Resolution

- 1. Any party to this agreement may refer a dispute involving the interpretation, application, administration or alleged violation of this agreement to arbitration under the Arbitration Act, provided the following procedure is followed, and any such reference constitutes a submission under the Arbitration Act.
- 2. The complainant must set out the issue in dispute in writing and deliver it to the respondent party.
- 3. Thereafter the appropriate employee, the appropriate employee representative(s) and the appropriate employer representative(s) must meet

forthwith in earnest to resolve the issue.

- 4. If such meeting fails to produce a resolution to the issue satisfactory to the parties, then the complainant party may request arbitration by advising the respondent party in writing within fifteen (15) calendar days of the meeting.
- 5. For all disputes arising under this local agreement, the arbitrator shall be Owen Shime.
- 6. The person appointed shall be a "mediator/arbitrator" and must first engage the parties in mediation efforts before making a final and binding decision, if necessary.
- 7. The arbitrator shall not have the authority to add to, modify or delete any part of this agreement. The arbitrator shall have the powers granted to arbitrators under s.45 of the Labour Relations Act.
- 8. The fees and expenses of the arbitrator shall be divided equally between the participating representatives.

SCHEDULE

This schedule applies only to those faculty members and librarians covered by the Memorandum of Agreement existing between the University of Toronto Faculty Association and the Governing Council of the University of Toronto:

- (i) The parties agree that in the academic year 1994-95 PTR shall be awarded in accordance with existing PTR procedures.
- (ii)* During the period of this agreement the University shall schedule six days of unpaid leave for faculty and librarians represented by UTFA.

Benefit Plan Review

The University of Toronto and the UTFA recognize the rapid escalation in the rate at which benefit costs are increasing. The parties agree to participate in a review of the cost and the design of all existing benefit plans by nominating representatives to a joint working group. The joint working group will consist of representatives of UTFA, UTSA and the administration and is expected to make recommendations to the University concerning possible plan changes and savings.

The University undertakes to establish a protocol, with respect to any senior tutor, tutor or librarian with a minimum of six years employment who is laid off or whose contract is not renewed, whereby the University will give a job offer to that employee regarding any tutor or librarian vacancy that arises anywhere in the University and for which that employee is qualified or would be qualified after a reasonable period of familiarization in the job.

The parties agree that the failure to pay PTR in full in 1995-96 is the result of the imposition of the Social Contract Act, 1993 and shall not be relied upon in subsequent negotiations or before an arbitrator or board of arbitration to support a departure from the tradition of full payment of PTR.

- * 1. December 23, 1993
- 2. June 30, 1994
- 3. December 23, 1994
- 4. June 30, 1995
- 5. December 22, 1995
- 6. January 2, 1996

LOCAL AGREEMENTS WITH UNIONS

Local agreements under the Social Contract Act, 1993 were negotiated with all the trade unions whose members would be affected by the Act. In total six separate agreements were signed, including: one agreement entered into by the University and the unions representing six skilled trades: the Carpenters and Allied Workers, Local 27; the United Association of Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry, Local 46; the Sheet Metal Workers International Association, Local 30; the International Brotherhood of Electrical Workers, Local 353; the International Association of Machinists and Aerospace Workers, Local 235; and the International Brotherhood of Painters and Allied Trades, District Council 46, Local 557; separate agreements were reached with each of the International Union of Operating Engineers, Local 796; the International Union of Plant Guard Workers, Local 1962; CUPE 1230 full-time and part-time units, representing library workers; and CUPE 3261 full time unit, representing service workers.

The local agreements reached with the unions are for the most part the same as or very similar to the agreement reached with UTSA. The same underlying principles governed the negotiations. Existing collective agreements in place with the trade unions have been respected, and in some cases extended for the period of the Social Contract. No employee earning less than \$30,000 will be adversely affected by the agreements. Compensation will be frozen until March 31, 1996. The University has indicated in all agreements that it will achieve its target reduction under the Social Contract Act, 1993, through a combination of pension savings and unpaid leave days.

The University will close for six days over the next three years, and the pattern of days of unpaid leave will be the same with the unions as for administrative staff, that is, one day in the first year, two days in the second and three in the third. However, unionized employees will have the option of using part of their regular paid vacation entitlement to cover what would otherwise be unpaid leave days.

A one-time-only payment of \$500 (not to be added to base salaries) will be made for full-time employees covered by these agreements who were employed by the University on June 14 of this year, and who are still employed on November 30. In the case of the local agreement with the group of skilled trades unions (except the Machinists) the process for delivery of this payment will be through the trade union, and the University will provide the payment to the trade union on or before December 23, 1993. The one-time-only payment will be processed by the University in the December payroll for employees represented by CUPE 1230 (full-time and part-time), CUPE 3261 full-time, the Operating Engineers, the Plant Guard Workers and the Machinists. The local agreements also contain a formula for pro-rating the \$500 for employees who work less than full-time, and/or who joined the University after June 14, 1993.

The same provisions as in the agreement with UTSA are found in the local agreements with unions regarding benefits changes (the ODA fee schedule and pension augmentation) and will be provided to unionized employees enrolled in the University benefits plans.

The local agreements with the trade unions contain essentially the same provisions as found in the agreement between the University and UTSA with respect to preserving quality of service, openness and accountability, elimination of waste and inefficiency, job security, no lay-offs, the achievement of the annual Social Contract expenditure reduction target (\$17.065 million), the offer of alternative employment, reskilling, retraining and job security, term, transition and dispute resolution. Agreements with all employee groups, including unions, state explicitly that, subject the provisions of the Social Contract Act, 1993, nothing in the local agreement is intended to amend the provisions of the existing collective agreement which may only be amended by agreement of the parties.



PRIVILEGED WORKING CLASS

Students are lining up to study and work in Scarborough's cooperative education programs

BY SUZANNE SOTO

IT TOOK GEORGE YAP FIVE HOURS TO COMPLETE THE 100-kilometre drive to Otole. A fierce rainstorm complicated the journey but the minute Yap reached his destination the rain as well his fatigue vanished.

Waiting for the U of T student in the tiny Indonesian village were nearly 300 men, women and children eager to be entertained. Yap, in Indonesia on a year-long work term, had come to Otole in the South East Sulawesi province to show a film about the benefits of drinking clean water. For many of the village's children, who had never seen a television before, let alone a movie projector, it was an exciting event.

For Yap, the experience was unforgettable. "We pitched a big canvas screen between two bamboo posts at the end of a public school field and under a moonlit sky we watched the movie," he recalls a year after his visit to the village as a member of CARE-Indonesia.

Now a graduate of the University's Cooperative Program in International Development (IDS), Yap, 25, speaks fondly of his time in Indonesia and praises IDS for helping him to go there. He considers himself fortunate to be a beneficiary of what has become a much-sought-after form of post-secondary education in Canada — cooperative studies that combine classroom instruction with practical job training.

There are approximately 50,000 students in work-study programs at more than 140 Canadian colleges and universities. That is about double the number of students enrolled in such programs in the mid-1980s, says Michael Baldwin, director of the Canadian Association for Cooperative Education, a professional development and research group that promotes co-op education in Canada. The association estimates that between 15,000 and 25,000 employers currently participate in the system and pay student workers a combined total of \$260 million a year.

Scarborough College began offering undergraduate cooperative education in 1975 with a degree program in administration. In 1984 IDS and arts administration were introduced, followed in 1988 by computer science and physical science. Two new programs, environmental science and early teacher training, are currently being developed.

The five-year IDS degree is the only program of its kind in North America. It prepares students interested in geography, international politics, ecology and economics to work in third world nations or with development agencies. IDS students are the only co-op students at U of T who spend their work terms abroad. For eight to 12 months they work for organizations such as World University Service of Canada, Foster Parents Plan International and Doctors Without Borders.

Over 160 high school and university students from across the country competed for IDS' 20 available vacancies last year. A total of almost 1,000 students sought admission to all four co-op programs. Because of limited space, determined primarily by financial considerations, fewer than 100 were admitted. Professor Horst Wittmann, director of Scarborough's cooperative programs unit, says the students come with high school averages near 90 percent and are among the college's top performers. Last year, for example, 11 of the college's 19 best third-year students in the fields of social sciences and management were co-op students.

Some of that academic success Wittmann attributes to the highly personalized education co-op students receive. Each program has a full- or a part-time coordinator who finds students paid jobs and monitors their progress. The coordinators also organize social events for students, ranging from potluck dinners to special workshops. Four professors act as supervisors of studies. They provide academic counselling to help students maintain the B average required to remain in the programs. Separate steering committees for each program meet regularly to discuss how students are coping. In addition, arts administration and IDS have advisory councils composed of prominent individuals in those two fields, acting as the programs' mentors and guides.



The biggest difference between regular U of T students and those in co-op programs is, of course, the work term that goes with cooperative education. Depending on the program, students complete between two and five work terms, ranging in length from four to 12 months, with payment varying from program to program. IDS students do not receive a wage as such but all of their travel, accommodation and health care expenses abroad are paid for and they are given a living allowance. Administration students, on the other hand, can earn anywhere from minimum wage to over \$600 a week.

COMPANIES NO LONGER HAVE THE MONEY TO HIRE CO-OP STUDENTS

More valuable than a salary are the training students receive and the professional contacts they make, says Kathryn Babcock, who graduates from the administration program this fall. During her five years in the program Babcock worked as a policy analyst with the Municipality of Metro Toronto and the Ontario Ministry of Labour, as a communications officer with the Toronto branch of Energy Mines & Resources Canada and as a policy researcher with Health & Welfare Canada in Ottawa. This month she is in charge of the administration program itself while Beverley Abramson, the program's co-ordinator, is on holidays.

"Students who go through the co-op program develop interpersonal skills, maturity, self-confidence and an ability to

relate to professionals in a way they never anticipated they would be able to do," Abramson says.

PROFESSORS AND STUDENTS READILY ADMIT THAT GIVEN all the advantages, co-op students are a step ahead of the average U of T graduate. Yet most co-op students are extremely uncomfortable with the notion of being part of a special or privileged group, Wittmann says. "Elite is a word everyone detests, especially IDS students who want to be very egalitarian," he says. "But there is no doubt that these are students with special gifts who are getting a different educational experience. This places special obligations and responsibilities on them."

In the case of administration and computer science and physical science, this sense of responsibility is transmitted to students by the program's strong emphasis on ethics. IDS and arts administration students, meanwhile, are being prepared to "ultimately be of service," either to humanity or to the arts. "We feel that we have an obligation to be more than just deliverers of education that can be measured in courses. Much of the education that we provide deals with the way we interact and how we influence each other and the world," Wittmann says.

Yap, now a research assistant with Scarborough College's Soil Erosion Laboratory, supports this emphasis. "If elitism does exist in co-op — and I think it does because we are given access to some of the most intelligent faculty around and the best resources, equipment and employment opportunities — then I believe I should morally be responsible and apply my knowledge for the common good in a constructive and worthwhile way."

Fortunately, Wittmann says, most students attracted to co-op programs, and particularly to arts administration and international development, are people who already have a strong sense of social responsibility.

IN MANY WAYS HANDS-ON TRAINING COMBINED WITH ACADEMIC studies seems to be the ideal way to learn.

"Co-op education in Canada," declared the 1991 Commission of Inquiry on Canadian University Education, "is an unqualified success. This system gives students a practical base upon which to build a greater understanding of the academic material [and therefore] co-op graduates find it easier to obtain employment and make a smoother transition to the work place. Co-op is effective, not only for engineering and management students, but in any subject, including the social sciences and humanities."

Despite this enthusiastic endorsement by Commissioner Stuart Smith, cooperative education will probably remain a small program at U of T, accessible only to a select few, Wittmann predicts. Labour-intensive and time-consuming, the method is a costly way of delivering education. At the same time government funding for all co-op programs has been reduced. Between 1986 and 1992 Ottawa spent \$76 million on the development of secondary and post-secondary co-op education. Last year the government announced it would spend \$25 million in the next five years on such programs. "And the lion's share of that is going to secondary schools," Baldwin says.

The economic recession may also prevent co-op programs from admitting larger numbers. Companies no longer have the money to hire students and Canadian arts organizations and development agencies, having seen their government funding drastically cut, are unable to accept work placements.

"We are really finding ourselves in increasingly difficult circumstances obtaining placements for our students," Wittmann says. "We have been lucky so far but we don't know what the future will bring and that worries us because if we can't place our students then co-op obviously doesn't work."

FAR FROM THE MADDING CROWD

Distance education — one of the best kept secrets at U of T — is gaining recognition

By DAVID TODD

JULIE GREENE THOUGHT IT was a perfectly reasonable thing to propose. As part of an assignment for the distance learning course on business administration that she teaches for the School of Continuing Studies (SCS), Greene asked her students to illustrate a particular management concept using the woes of VIA Rail Canada as an example. Straightforward enough, she supposed — until a letter arrived from a student in Bermuda who knew nothing of the troubled passenger rail service and its slow decline. "I learned very quickly," says Greene, "not to make assumptions about the people I'm teaching, or about what they know."

By profession a consultant in hospital management, Greene began her association with the school six years ago, when she agreed to teach one of the more than 50 distance courses that SCS offers in fields ranging from accounting to corporation law. As she would soon discover, this type of instruction is a very different art from teaching in a traditional classroom setting and poses a unique set of challenges.

On average close to 3,500 people take non-credit, university-level courses through the school's distance learning program each year. Archie McKay, the garrulous coordinator of career and organizational studies at SCS, sometimes wryly refers to the little-heralded program as "one of the best-kept secrets at U of T." Its modest profile, however, belies the significance of distance education, which has gained increasing recognition as a means for people to pursue lifelong learning and acquire the knowledge and skills necessary to keep up with the effects of economic change on their professions. It is, in short, a long way from the kind of cut-rate educational offerings once advertised on the back of matchbooks.

CONSIDERABLE ACTIVITY ON THE DISTANCE EDUCATION front takes place in and around U of T. In addition to the program at SCS, for example, the Ontario Institute for Studies in Education (OISE) offers a number of graduate courses by distance, primarily using teleconferencing and computer-conferencing technologies. The McLuhan Program in Culture & Technology, meanwhile, has been exploring the potential applications of still another medium — videoconferencing — as a tool for distance education.

The distance education experience, as the term implies, is one in which the students are physically removed from the instructor and do their learning in a setting other than the classroom. The program at SCS has had participants from as far away as Australia and Dubai, although only about one percent of the students typically live abroad, and nearly half reside in the province of Ontario. For many, "distance" is not a matter of geography at all: people taking distance courses often live within reach of a university — roughly 20 percent of the SCS distance students come from the Toronto area — but because of work or family commitments find it difficult to attend regularly scheduled classes. They prefer instead a study arrangement that they can fit more easily into their lives.

As a field, distance learning is not particularly new: educators around the world have been accumulating experience with this mode of teaching for decades and continue to devote countless books and research papers to the subject. Nevertheless people who teach by distance are still a long way from being able



government, has taught in classrooms as well as tutored for SCS. In her mind there is no question that teaching by distance is the more demanding task. It can mean spending a good deal of time going over each student's paper, often attempting to read between the lines in an effort to understand just how and why a person has arrived at a particular answer. If a pupil veers off course, she says, it can prove extremely difficult to write a concise response that will guide that individual back onto the proper path.

FOR SOME, THE LIMITATIONS OF distance learning are a source of

frustration. Professor David Stager of the Department of Economics, who works with SCS as a course director, says that students miss out on the benefits of classroom lectures, which often help to bring out the finer points of topics such as economics. Keeping students motivated and interested is also a challenge. Regular assignments help, but the school does not have the resources to include as many in each course as instructors might hope. The introductory economics course, for example, involves just six assignments over a full six-month semester. For those reasons, says Stager, distance learning is "a second-best" option. Still, for students who wouldn't otherwise have access to such educational opportunities, "it's a heck of a lot better than doing nothing."

THE DISTANCE LEARNING PROGRAM AT SCS IS AIMED PRIMARILY at people in the business community who are seeking particular professional designations, such as the fellowship of the Insurance Institute of Canada, or who simply need to upgrade their career skills. The school develops many of the course offerings in partnership with professional associations, drawing instructors from the U of T faculty as well as from other universities and the business world. "We're really extending the University out into the community, creating programs focused to the needs of specific professional groups," McKay says.

All of the courses are taught by correspondence. When students sign on they typically receive a textbook and course notes in the mail, and occasionally a set of audiotapes as well. Their contact with the instructor, for the most part, consists of the written comments sent back to them along with their marked assignments. Anne-Marie Soucy, an academic tutor on staff at SCS, says that these notes need to be as thorough as possible

At OISE, faculty members struggling to adapt to this mode of teaching can turn to the institute's distance learning office, which offers advice and assistance in the presentation of distance courses. One area in which instructors frequently need assistance is in the preparation of study materials, which must be comprehensive and define the course objectives and expectations as clearly as possible. Another common difficulty is simply adapting to the communications technologies used in teaching the institute's distance courses. Lynn Davie, a professor in the Department of Adult Education at OISE, says that students and faculty alike experience a certain amount of initial unease, whether using audioconferencing technology or the computer conferencing system — a form of electronic mail that enables participants to call up the OISE computer, read the messages left by the teacher or other students and add their own contributions. It takes some time to appreciate the strengths and weaknesses of these media: they are, for example, much better suited to small group discussions than to a lecture format. "It can be boring as hell to sit and listen to someone lecture over the phone for an hour," Davie says, "or to have screen after screen of text flow in front of you."

Although it remains too expensive at the moment to hold much attraction for either SCS or OISE, videoconferencing technology promises eventually to add new dimensions to distance education. The McLuhan program has been experimenting in this area for the past year and, working in collaboration with the University of New Brunswick, has already organized the delivery of one graduate course and is planning similar work with other institutions.

Technological tools may help but they will never quite overcome the fundamental limitation of distance learning: it is simply not the same as being there. Still, for distance educators, there are satisfactions to be found. "It can feel like you're working in something of a void," Julie Greene says. "And then every once in a while you get a bit of feedback that lets you know that you're on the right track: people actually are learning something."

INSTRUCTORS QUICKLY REALIZE THE VALUE OF ABSOLUTE CLARITY

since students lack the option of simply raising their hands in class when a point demands clarification. Soucy, who teaches a number of language and translation courses, allows students who have questions to send them to her on audiotape and will send back a cassette containing her replies.

Distance learning instructors quickly come to realize the value of absolute clarity in their communication with students. "If I'm explaining something in a classroom and I see a glazed look on people's faces, I can try to use a different analogy or come at the issue from another angle," Greene says. "It's harder to do that in writing. So you become conscious of using words as clearly as you can."

Lesley O'Neil, a risk management analyst with the Alberta

EVENTS



EXHIBITIONS

JUSTINA M. BARNICKE GALLERY, HART HOUSE

To AUGUST 26

For There She Was.

Thelma Rosner, paintings. East Gallery.

Spirit Archives/Earth Artifacts.

Julie Withrow, installation. West Gallery.
Gallery hours: Monday to Friday, 11 a.m. to 6 p.m.; Saturday, 1 to 4 p.m.

THOMAS FISHER RARE BOOK LIBRARY

Women Artists and Botanical Illustration in the 19th Century.

To OCTOBER 1

Drawings, paintings and water-colours.
Hours: Monday to Friday, 9 a.m. to 4:45 p.m.

ROBARTS LIBRARY

Playing God: Re-creating Early Drama.

SEPTEMBER 7 TO SEPTEMBER 30

Medieval and Renaissance costumes and props from 25 years of playmaking at U of T; co-sponsored by PLS, REED and the Media Centre. 2nd floor. Hours: Monday to Thursday, 8:30 a.m. to 6 p.m.; Saturday, 9 a.m. to 5 p.m.; Sunday, 1 to 6 p.m.



MISCELLANY

Campus Walking Tours.

To AUGUST 31

Hour-long tours of the downtown campus conducted by student guides. Tours available in English, French and Chinese. Map Room, Hart House. 10:30 a.m., 1 and 2:30 p.m., Monday to Friday. Information: 978-5000.

EVENTS NOTICES

The Bulletin is always pleased to receive notice of events. Please remember, however, that we need the announcement two weeks prior to the date of the issue in which it is to appear — please consult the deadlines section to be sure.



DEADLINES

Please note that information for Events listings must be received in writing at *The Bulletin* offices, 21 King's College Circle, 2nd floor, by the following times:

Issue of September 7, for events taking place Sept. 7 to 20: MONDAY, AUGUST 23.

Issue of September 20, for events taking place Sept. 20 to Oct. 4: TUESDAY, SEPTEMBER 7.



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Volunteers For Scientific Study

We are anxious to enrol volunteers in a study to test the effects of wine and grape juice upon risk factors for ischemic heart disease. To avoid many confounding biological factors and to ensure a statistically homogeneous population, this study is initially being restricted to white males aged 21-45 years who are non-smokers and not overweight. The subject will abstain from alcohol other than as required for the study, and will be asked to consume two different wines (375 mL/day, approximately equivalent to 35 g alcohol) or an equal volume of one of two grape juices, each beverage to be consumed for a period of 4 weeks. Our preference is to have each subject consume all 4 beverages over a 16-week period, but we are willing to consider those who prefer to enrol only for the grape juice or for the wine consumption alone. Blood (50-100 mL) will be collected at 2-weekly intervals for various biochemical tests. At the end of the trial period each volunteer will receive an honorarium of \$250.00, or \$125.00 if they enrol only for the grape juice or wine components of the study. Applications, or requests for further information, should be made to: Dr. David M. Goldberg

Department of Clinical Biochemistry
University of Toronto, 100 College Street
Toronto, Ontario, M5G 1L5, Tel: (416) 978-2638

NEUROIMAGING RESEARCH SCIENTIST

Sunnybrook Health Science Centre, a 1200-bed University of Toronto affiliated teaching hospital committed to high standards of excellence and a philosophy of caring, is seeking a qualified professional for -

We are offering an exciting and challenging opportunity for an Imaging Neuroscientist to lead multi-disciplinary and multi-institutional research projects on brain-behaviour relationships using quantitative MR techniques in normal aging, dementia, focal brain injury and psychiatric illness. In addition to interactions with researchers in Aging, Behavioural Neurology, Neuropsychology and Psychiatry at Sunnybrook, the position offers research collaborations with a strong Imaging Research Program at Sunnybrook and with a well-known Cognitive Neuroscience Research Group at the Rotman Research Institute of Baycrest Centre. Collaborations with the PET Scan Unit at the Clarke Institute of Psychiatry will also be encouraged.

Applicants should have a PhD or MD with post-doctoral training and expertise in MR neuroimaging and should be eligible for cross-appointment at the University of Toronto at the Assistant Professor level or higher.

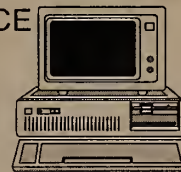
Sunnybrook Health Science Centre, located in Toronto, Ontario, Canada is an equal opportunity employer. In accordance with Canadian immigration requirements, this advertisement is directed initially to Canadian citizens and permanent residents. Applicants should submit a C.V. together with the names of three employment references to:



Dr. Geoff Fernie
Director, Research Program in Aging
Centre for Studies in Aging
Sunnybrook Health Science Centre
2075 Bayview Avenue
North York, Ontario
M4N 3M5, Canada

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A classified ad costs \$15 for up to 35 words and \$.50 for each additional word (maximum 70). Your phone number counts as one word, but the components of your address will each be counted as a word. No charge for postal code. A cheque or money order payable to **University of Toronto** must accompany your ad. Ads must be submitted in writing, 10 days before *The Bulletin* publication date, to **Nancy Bush, Department of Public Affairs, 21 King's College Circle, 2nd Fl., Toronto, Ontario M5S 1A1.** Ads will not be accepted over the phone. To receive a tearsheet and/or receipt please include a stamped self-addressed envelope. For more information please call: 978-2106.

ACCOMMODATION RENTALS AVAILABLE — METRO & AREA —

Short-term, 6 months. Furnished house: 2 bedrooms, 2 bathrooms, designer kitchen, five appliances, parking. Quiet cul-de-sac, ravine, TTC, close downtown. No pets, non-smokers. Available October (dates negotiable). 755-0540.

Sabbatical rental. Beautifully furnished four-bedroom, two-bath home. Casa Loma area. All appliances, patio, fireplace, two-car garage. Quiet cul-de-sac family street. TTC, schools, shopping nearby. Available January 1, 1994 to September 1, 1994 (flexible). Non-smokers. References. \$2,000 per month plus utilities. 534-6123.

Bloor/High Park. Across from park, near subway. Newly furnished luxury rooms. Equipped with 4-piece private bath, fridge, microwave, sofa bed, armchair, table w/chairs, minidresser, entertainment wall unit. Exceptionally beautiful rooms with uncompromising privacy. \$485-625. John: 763-6222

Charming, detached, 2-storey house. Newly renovated, fully furnished, 1 1/2 bedrooms, fireplace, sliding doors to deck. Parking and laundry facilities. Close to subway and U of T. One-year lease preferred. \$1,300/month plus utilities. 588-7727.

Rosedale duplex. Classic furnished lower on tree-lined street. From October — May (flexible). Very modest cost. Private entrance, large LR with fireplace, separate dining, den/BR, master leads to sun-porch, courtyard garden, walk to shops, TTC, cable TV, security available. 967-1631.

Dundas/Ossington. Three apartments in quiet Victorian on historic boulevard in exceptionally convenient neighbourhood. 1) Studio-loft bachelor, new kitchen, \$515. 2) Bright, renovated, junior one-bedroom, ceiling fan, \$515. 3) One-bedroom with lofty ceilings, fans, bay window, new kitchen, walk-in closets, new deck, \$615. All September 1, self-contained except bath, utilities included. Non-smokers only. Tom or Monica, 531-7082 or 752-9100, ext. 383, days.

Cabbagetown. Fully furnished 4-bedroom, 1 and half bathrooms, large new kitchen, 5 appliances, flower garden, off-street parking, TTC, Riverdale park. September or October 1993 — July or August 1994. \$1,500 + utilities. 928-2913.

Bloor/Spadina furnished apartment. Private entrance, two-level, large one-bedroom. Deck, washing machine, hardwood floors, renovated, 10-minute walk to U of T, quiet, graduate, professor, non-smoker, street parking, references. \$1,000 inclusive (reduced). Leave message, 923-9696.

Bright, spacious studio basement apartment. Brand new reno, lovely garden. Walking distance to U of T and west-end Y (College & Dovercourt). Perfect for quiet non-smoker. \$600, utilities included. Available September 1. 535-2678, please leave message.

2-bedroom apartment — very central — subway access. 1 master bedroom with 2 queen-size beds, 1 small bedroom/den with pull-out bed of white leather and white cane furniture. Great stereo, 28" TV, VCR & CDs. Indoor pool and patio — balcony with appropriate furniture, flowers, etc. 3-6 month lease. Suitable for professor or faculty member. Phone 487-2580.

Bachelor apartment. Unfurnished/furnished. Upper Beaches area. Steps to streetcar/subway — 15 minutes to school. Air conditioning, fireplace, parking, cable, separate entrance,

laundry, 3-piece bath. \$450/500 per month inclusive. References. 469-3962.

August, long- or short-term lease. Charming furnished one-bedroom apartment with south-facing patio. Old Forest Hill Road and Eglinton. TTC at corner. Fully equipped high tech kitchen with European appliances. Also available unfurnished. \$995/month. Liz Leedham, 591-9053.

Furnished, self-contained, (2 rooms & bath) flat in a large home occupied by one person. Suitable for female. Close to U of T & TTC. \$450 monthly. Available September 1. Call early mornings, 656-6160.

Beautiful penthouse condo, gorgeous views from all rooms and balcony. Living-room with fireplace, modern kitchen, en suite laundry room, bedroom, den, garage. Walk wooded ravine from back door of complex that has all amenities. Very nicely furnished, available to prof. on sabbatical from September — May. Close to Erindale, GO train, bus at door. 844-6793.

Islington/Elmhurst Dr. Furnished bedroom and den with desk in Christian home. Quiet non-smoking female professional or graduate student. Own shower-bath. Shared kitchen, laundry. \$550 inclusive. September 1. 746-8554.

Very large two-bedroom north Rosedale apartment on quiet street. Large sunken library with fireplace onto big garden. Spacious dining-room. Well-equipped kitchen with breakfast nook. Furnished or unfurnished. Suitable for visiting staff September 1 for one year. \$1,700 negotiable. Heating included. 921-2975.

Eglinton/Bathurst. Large executive condo. Fully furnished, 2 double bedrooms, 2 bathrooms en suite. Balcony. Lovely view. Quiet residential district. Pool, A/C, 5 appliances. Laundry, underground parking. 2 minutes subway. \$1,320 inclusive. 1 year, September 1. 787-8464.

2-bedroom sublet, furnished, October — April (dates flexible). Quiet, ground floor (house), garden, fireplace, hardwood floors, beautiful street, central location. Ossington subway. \$1,100. Call 323-4487.

Bloor & St. George. Furnished 1-bedroom condo, 5 appliances, air, parking. \$1,200 utilities included. Available immediately for sabbatical leave. Call (519) 833-9551.

Sublet September 1993 until June/July 1994. Lawrence & Bathurst. One-bedroom apartment, furnished minus bed. Close to buses & Lawrence West subway. Rent \$400 (negotiable) for responsible non-smoking tenant. Contact: 651-7663 evenings.

Greenwood/Gerrard. Elegant two-storey, 3-bedroom house on quiet residential street. 15 minutes to U of T; near parks, schools, shopping. Original oak trim, french doors, hardwood floors. Large eat-in kitchen, walk-out to deck, garden. Beautiful view of city. Off-street parking. \$1,500/month + utilities. Available November/December 1. Call 466-6917.

Comfortably furnished two-bedroom apartment available in St. Clair/Yonge area. Two bathrooms, south exposure, sauna, pool, exercise room, tuck shop, indoor parking. \$1,350 per month. Please call Dr. Anna Carling, 963-9879.

Huge (1,600 sq. ft.!!), bright condo with spectacular view. 3 bedrooms, 2 bathrooms, en suite laundry, a/c, parking, security, pool, sauna, whirlpool, balcony. Queen and Spadina — walk to campus (5 minutes by transit). \$1,600/month negotiable. 861-0778, 863-1085.

Studio? Apartment? Office? All of the above! Perfect space for off-campus of-

fice. One minute to Robarts Library! Complete with kitchen & bath. Live in or out. References required. \$500/month all inclusive. Available October 1 or TBA. Please call 971-6094.

Seasonal rental October 15, 1993 — April 15, 1994. Furnished apartment, 2-bedroom or 1-bedroom & study. Eastern Toronto Beaches, near lake. References required. \$1,000 per month includes utilities, heat, cable TV. Phone 694-9592.

Forest Hill. Large 1-bedroom apartment. Fully, comfortably furnished. Near Casa Loma, public transportation, bicycle paths, shopping. 3 months, January/March 1994. \$1,000 per month includes indoor parking, utilities. Phone 482-7067.

2-bedroom basement apartment in large, beautiful, Victorian house on Markham Street. Suitable for one or two students. Non-smokers preferred. \$800 per month including utilities. Call Nanda or Ron at 777-0898 (days), (705) 636-7255 (evenings).

Room plus study area available in relaxed home. Close to subway. \$325/month. 462-9883 or 366-9221.

Professor's modern apartment. Spacious, carpeted one-bedroom. Private. Main floor. 40' from 506 Carlton TTC stop. Own laundry. Very clean, very quiet. Control own electric heat. Air-conditioner. Living/dining areas. Hardwood. October first. 929-5507.

2-bedroom, 2-bath, furnished sublet. Immediate occupancy, up to 2-year term. 2 blocks to St. George campus. Faces east. Bright, fully equipped. 4th floor of high-rise. Balcony, trees, n/wkg. fireplace. \$1,100 inclusive. 961-9391.

St. Clair/Oakwood. Charming 2-bedroom semi-detached house. 4 appliances, hardwood floors, parking, TTC, verticals, verandah, yard, basement. Minutes to subway and U of T. \$200 rebate! September 1. \$925+. 585-7023, 751-7434.

Luxury 2+ bedroom Riverdale detached home, furnished, all appliances. Close to shopping, subway, park. Newly decorated. Parking. September-December (dates negotiable). \$1,600 (including heat, hydro, cleaning). 466-3993.

ACCOMMODATION RENTALS REQUIRED

Southam Fellow from Vancouver needs furnished apartment for herself and partner, September 1993 to May 1994, within walking distance of U of T. Clean, N/S, quiet. (604) 689-1619 or (604) 662-6845.

Wanted: quiet, clean, furnished room, bachelor or 1-bedroom apartment with private bath by non-smoking visiting male professor from January 1, 1994 to August 31, 1994. Prefer close to U of T. Call Dr. A. Bennick, 978-5400.

ACCOMMODATION SHARED

Townhouse, Albion/Silverstone, shared with owner, male 56, university professor. 3 bedrooms, dining, living, den, 1 1/2 baths, 5 levels, fully furnished. Seeks single professional for 12 months at \$650 per month inclusive. Call (519) 284-3052 Friday through Monday or Toronto 745-9454 Tuesday & Wednesday nights only.

Librarian/homeowner to share new 3,000 sq. ft. house with one mature professional non-smoker. Available immediately. Private bathroom, unfurnished (living-room, bedroom and study/office), share laundry, kitchen, breakfast, dining-room, 2-car

garage, garden. West Mississauga near Erindale campus, good routes and transportation into Toronto. \$650/month. References required. Evenings 607-7260.

Danforth and Broadview. Fully renovated house to share. Ideal for visiting professor or doctoral student. TTC 15 minutes to U of T. Entire third floor: 2 furnished rooms, skylights, minibar, air conditioning, \$500. Also 9x12 furnished bedroom/office with private deck over backyard, \$350. All appliances, fireplace, yard. Street parking. Non-smoking, pet-free, organized, quiet. Includes maid/utilities. Available immediately. Will barter some rent for French lessons. Call Ken Shepard, Ph.D. 463-0423.

Annex Guesthouse. Furnished room with shared kitchen & bath in quiet non-smoking home. Walking distance. From \$350 per month. 588-0560.

Home to share. Suitable for single person or couple. Broadview and O'Connor. Comfortable, elegantly furnished home on quiet cul-de-sac, large backyard, fireplace, parking. \$600 plus partial utilities. Darelle, 425-5417.

Female to share 2-bedroom luxury condo. Non-smoker. In the Don Mills/Lawrence area. All facilities available. 30 minutes via TTC or 10 minutes via car to downtown. Walk to shops. Please call evenings or weekends. Rent negotiable. 447-3996.

Large, furnished, two-bedroom apartment to share with non-smoker. Second and third floors of house. Third-floor loft has patio doors opening to large deck. Includes laundry. Markham St./College. \$550 inclusive. Call Phyllis, 969-9026.

Dufferin Grove Park. Three-storey house with adult and two part-time children. Private 3rd floor. Two large rooms, huge walk-in closet, 3 skylights, Jacuzzi bath. Share living space, kitchen, deck, yard, 5 appliances. Non-smoker. \$675. September 1. 531-3090.

Lovely furnished house to share with mature graduate student or professional person. Female preferred. Yard, fireplace, upper deck. Unique and peaceful. Broadview/Danforth. Available September 8. \$600. Leave message for Ann: 531-6072.

Quiet Yorkville townhouse. Near university. Basement with use of living-room, kitchen and patio. Own bathroom. Laundry facilities. Street parking. Ideal for out-of-towner. Female faculty member preferred. \$600/month. Tel: 926-8701.

BED & BREAKFAST

Windsor, Ontario. Bed and Breakfast near U of W. \$45 single, \$50 double. Quiet, antique furnishings, full breakfast. Call (519) 256-3937.

VACATION / LEISURE

For rent: seasonally. "The Farm" at Hillsburgh, 80 km from St. George campus. Rustic, comfortable, 4-bedroom, fully furnished house. 100 acres of privacy, rolling hills, extensive bush, large pond. Phone: Meg Hogarth, 531-7944.

HOUSES & PROPERTIES FOR SALE

Good feng shui. 7 Summerhill Gardens. Spacious 10-room detached home overlooking park. Close to Summerhill subway station. \$550,000. Please call Frank Latchford, Latchford Realty Limited, 921-8565.

Hillcrest Village (Davenport/Christie). Two-storey home, respectfully renovated, old-fashioned country charm. Hardwood, leaded glass, bright country kitchen, verandah, garage, finished basement ideal home/office rental. Trees. Garden. Easy transit U of T and York. 651-0590.

For sale privately, \$212,000. (Through real estate, \$218,000.) Detached brick, 1 1/2 storey (1,450 sq. ft.), 8-room, bright home, corner lot, quiet street, 3-minute walk Main subway station, fireplace, garage/private drive, excellent condition. 239-1772.

Modern house for sale. Large separate areas designed for professional live and work. 40' from 506 Carlton stop. Door faces a main street. 9 rooms. 2 kitchens. 3 baths. 2 laundries. Alarm. Large drive and garage. Spotless. Perfect condition. 929-5507.

SECRETARIAL/ WORD PROCESSING

Word processing, typing & printing. Fast and accurate typing, formatting and laser printing by a skilled typist with 15 years' experience in business and academia. No project too big! \$1.75 per page. Call 601-9528.

MISCELLANY

Victoria B.C. Real Estate. Experienced, knowledgeable realtor with university faculty references. Will answer all queries and send information about retirement or investment properties in Victoria. No cost or obligation. Call (604) 595-3200 or write Lois Dutton, RE/MAX Ports West, 3200 Shelbourne Street, Victoria, B.C. V8P 5G8.

PERSONAL COUNSELLING in a caring, confidential environment. U of T staff extended health care benefits provide excellent coverage. Dr. Ellen Greenberg, Registered Psychologist. The Medical Arts Building, 170 St. George Street, 961-3683.

ACCENT NEED ADJUSTMENT? Communications enhancement courses in speaking and writing for English as Second Language Speakers with good language skills. Groups of 6-8. Over 2,000 satisfied graduates. Now in its 8th year. Gandy Associates. 533-1933.

THINK SHRINK-WRAP for your framing needs. Posters, prints, photos, maps, charts, kids' art, tea towels. Call 423-9975 for location nearest to you.

Psychologist providing individual, group and couple therapy. Personal and relationship issues. U of T extended health plan covers psychological services. For a consultation call Dr. Heather A. White, 535-9432, 140 Albany Ave. (Bathurst/Bloor).

Anita Mul Charity Concert. Date: Saturday, October 23, 1993. Time: 8:00 p.m. Place: Varsity Arena. Price: \$38 and up! Call 924-9293 or Cassandra at 496-8640 for tickets.

Anita Mul Charity Gala Dinner. Date: Friday, October 22, 1993. Time: 6:00 p.m. — 1:00 a.m. Place: Westin Harbour Castle, Toronto. Price: \$150 and up! Call 924-9293 or Cassandra at 496-8640 for tickets.

ELECTROLYSIS. Permanent hair removal. Disposable wires. 1/2 hour, \$23; 1 hour, \$40; facials, \$35 (GST Included). Introductory offer: pay two, third free. Acne, freckles. European creams, masks. Bay St. Clinic, 1033 Bay Street, Ste. 322. 921-1357.

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RESEARCH NOTICES

For further information and application forms for the following agencies, please contact University of Toronto Research Services (UTRS) at 978-2163.

HUMANITIES & SOCIAL SCIENCES CANADA MORTGAGE & HOUSING CORPORATION
Grants are available for research into the social, cultural, economic, technical, environmental, legal and administrative aspects of Canadian housing. Deadline is October 4.

SOCIAL SCIENCES & HUMANITIES RESEARCH COUNCIL
New application forms for SSHRC research and strategic grants are now available from UTRS. The 1992 edition of the SSHRC guide can be used to prepare applications for these programs; new guides will not be available until in September. Deadline is October 15.

MEDICINE & LIFE SCIENCES CANADIAN FOUNDATION FOR AIDS RESEARCH
The foundation funds HIV/AIDS-related research in the clinical, biological and social sciences. Research grants are provided for up to \$15,000 annually. Investigators are reminded that CANFAR permits an indirect cost component for research grants at 20 percent of total direct costs. This component must be included in the application budget allocation at the full identified rate. Deadline is September 3.

CANCER RESEARCH INSTITUTE (US)
Clinical research seed grants are offered to support phase I or phase I/II clinical trials that test the novel use of monoclonal antibodies, vaccines or cytokines for the treatment of melanoma and colon cancer. Grants will be about \$100,000 to \$200,000 over three years. There are no citizenship restrictions and research may be conducted anywhere in the US or abroad. Deadline is September 1.

HEART & STROKE FOUNDATION OF CANADA/ONTARIO
The foundation supports basic and applied research broadly related to the normal function of the cardiovascular/cerebrovascular system or to the causes, prevention, treatment or control of cardiovascular disease and/or stroke. Research must be conducted in Ontario universities, teaching hospitals and institutions that possess the requisite research facilities. Applicants must be either on the staff of the institution or have an academic appointment. The 1993-94 application package for the foundation's program is available from UTRS. Please read the accompanying guidelines carefully and use the current application forms for the upcoming competitions. Applications received after the deadline date will not be accepted by the foundation and will be returned to the applicant. Deadline for research grants, scholarships, career investigators is September 1.

HUMAN FRONTIER SCIENCE PROGRAM
Support is available to international research teams for projects on basic research in the following areas — basic research for the elucidation of brain functions: priority areas are perception and cognition; movement and behaviour; memory and learning; language and thinking. Basic research for the elucidation of biological functions through molecular level approaches: priority areas are expression of genetic information; morphogenesis; molecular recognition and responses; energy conversion. Research in methodology in the above areas or the study of analogues or models of biological activity are also eligible for support. The principal applicant representing the team must be from one of the G7 countries and must be affiliated with a research institution located in one such country.

For U of T applicants the following will apply to any funds to be administered by U of T: the 10 percent indirect costs component must be included in budget calculations; the institutional inventions policy must be included in

the application package and may be obtained from UTRS; and the usual University application procedures and signature requirements apply. Interested applicants are advised to contact the HFSP organization directly for application forms and information on changes to deadlines, eligible countries and/or priority areas: International Human Frontier Science Program Organization, Tour Europe, 20 Place des Halles, Strasbourg, France 6700 (tel. 011-33-88-32-88-33, fax 011-33-88-32-54-47). Deadline is September 1.

INTERNATIONAL CYSTIC FIBROSIS (MUCOVISCIDOSIS) ASSOCIATION
The association invites submissions for applications for international research projects, scholarships, professorships and training courses for allied health professionals relating to all aspects of cystic fibrosis. Projects with potential for broad application such as population screening, epidemiology or population genetics are preferred. International collaborative research is encouraged and may involve joint funding from national organizations. Deadlines are September 15 and March 31.

MARCH OF DIMES BIRTH DEFECTS FOUNDATION
Basil O'Connor starter scholar research awards are designed to support young scientists embarking on independent research careers. They are limited to those candidates holding faculty appointments at the instructor or assistant professor level. Applicants' interests should be consonant with those of the foundation. Grants do not provide for the recipient's salary but are for support for technical help and supplies. Awards are normally in the range of \$50,000. Applicants may not be recipients of any other major grant and may not submit simultaneously an application for any other March of Dimes research program. Application is by nomination only. Deadline is August 31.

MEDICAL RESEARCH COUNCIL
Dental clinician-scientist program: awards are offered to highly qualified dentists holding a dental degree and with completed research training to at least the PhD level or equivalent. Preferred candidates will have undertaken two years of post-doctoral training and been offered an academic position. The period of support will be three years, renewable for a total of six years. For further information see the current MRC guidebook. Deadline is September 15.

Jointly sponsored training and salary-supported awards: MRC in conjunction with various partners offers support for studentships, fellowships and scholar awards. All awards are subject to the usual guidelines governing MRC programs with some specific exceptions where noted. Eligibility requirements, application format and deadlines vary according to the partner sponsor and program. Interested applicants should consult the current MRC guidebook. Maintenance grants: applications for maintenance of equipment used by a single investigator should be submitted only in the year in which an application for operating funds is not being submitted. Deadlines are September 15 (new) and November 1 (renewal). Equipment grants: funds for equipment for a single project should be included in the request for an operating grant. A separate request for equipment may be made only in the year in which an application for operating funds is not being submitted. Deadlines are September 15 and November 1. MRC scholar awards: these awards offer investigators an opportunity to initiate and carry out independent research in the health sciences unhampered by full teaching duties expected of a regular member of the university staff. Candidates still in training who do not hold a faculty appointment must plan to

take up an appointment within 12 months of the date of offer of award. Candidates who hold faculty appointments are eligible to be nominated if they have held the appointment for less than 24 months from the date of completion of training. Details are in the current MRC guidebook and supplement. Application is by MRC 19 and made by the president of the University. Investigators and/or departments are advised to allow UTRS a minimum of three working days to obtain the appropriate designate signature on their behalf. Deadline is September 15.

The following application form versions remain acceptable for use in the upcoming fall 1993 competitions: MRC 11 (operating) 1990, 1992 and 1993; MRC 14 (program grants); MRC 19 (scholar) 1993; MRC 25 (workshop) 1988; MRC 26 (visiting scientist) 1988 and 1993; MRC 28 (equipment grant) 1990 and 1993; MRC 29 (multi-user equipment grant) 1990, 1992 and 1993; MRC 30 (maintenance grant) 1990 and 1993; MRC 31 (multi-user maintenance grant) 1990, 1992 and 1993; MRC 33 (human subjects) 1990, 1992 and 1993; MRC 34 (biohazards) 1990, 1992 and 1993; MRC 35 (animals) 1988, 1992 and 1993; MRC 40 (MRC groups). Any application form version not listed as acceptable should be discarded. Forms may be obtained from UTRS or the research office of the Faculty of Medicine.

ONTARIO FRIENDS OF SCHIZOPHRENICS/OMHF
The Ontario Friends of Schizophrenics will provide research grants to support investigations that bear on understanding the cause of schizophrenia, discovering cures for it, preventing it and developing improved treatments. The Ontario Mental Health Foundation (OMHF) will manage the peer review of all applications submitted and will administer grants made to successful applicants. Deadline is September 24.

ONTARIO MENTAL HEALTH FOUNDATION
The foundation will support research work dealing with any of the biological, psychological or social factors that either foster mental health or lead to mental illness. Applications will be accepted for research projects dealing with any period of the life-span, any of the factors thought to cause psychopathology and from any of the relevant scientific specialties. The foundation has a particular interest in studies that address mental health problems of importance in Ontario. Deadlines for research and major equipment grants is September 24; for all fellowships, November 26; for sundry awards, conferences, publications: any time.

PHYSICIANS' SERVICES INCORPORATED FOUNDATION
The foundation offers support towards the education of practising physicians and health research. Funding for education is restricted and operated directly by the foundation. Priority research areas are: clinical research, medical education research and development at the post-MD level; health systems and community-based research. Applications will be considered only where a practising physician is actively involved. For details see the current guidelines. Deadlines are September 7, December 13 and March 21.

PHYSICAL SCIENCES & ENGINEERING NATURAL SCIENCES & ENGINEERING RESEARCH COUNCIL
Canadians pursuing post-graduate or post-doctoral work in the natural sciences or engineering in foreign universities and institutes now have the opportunity to be listed in the Register of Canadians Studying Abroad, recently established by NSERC. The objectives of this register are to facilitate the return to Canada of highly qualified scientists and engineers

and to provide Canadian industrial, government and academic employers a source of potential Canadian employees to answer their needs for well-trained science and engineering personnel. Copies of the query form and the brochure are available at UTRS.

The Steacie prize in the natural sciences is Canada's most prestigious award for young scientists and engineers. It consists of a cash award of \$7,500, given once a year to a person up to 40 years of age for outstanding scientific research. Candidates must be nominated by colleagues. Details on the nomination process are available at UTRS. Deadline for receipt of nominations in Ottawa is October 1. Nominations should be sent directly to NRC with a copy to UTRS.

UPCOMING DEADLINES

Association for Canadian Studies — intercultural/interregional exchange program: September 15.

Canada Mortgage & Housing Corporation — research grants: October 4.

Canadian Foundation for AIDS Research — research grants: September 3.

Cancer Research Institute (US) — clinical research seed grants, phase I/II trials: September 1.

Foundation for Educational Exchange Between Canada & the US — Fulbright program: September 30.

Gairdner Foundation — 1994 international awards (nominations): September 30.

Heart & Stroke Foundation of Canada/Ontario — research grants, research scholarships, research in professional education, career investigators, visiting scientists: September 1.

Human Frontier Science Program — research grants: September 1.

International Cystic Fibrosis (Mucoviscidosis) Association — research grants: September 15.

Juvenile Diabetes Foundation International/Canada — post-doctoral fellowships (letter of intent), career development (letter of intent): September 15.

London Life — award in medical research nominations (internal Faculty of Medicine deadline): September 1.

March of Dimes (US) — Basil O'Connor starter scholar research award (nominations): August 31.

MRC — clinical trials, workshops and symposia, development (phase 2), university/industry clinical trials: September 1; operating (new), equipment, maintenance (new), scholars, dental clinician-scientist (new), jointly sponsored scholarships (Cancer Research Society, BC Lung Association, full application): September 15.

National Institutes of Health — AIDS research grants (new): September 1.

National Strategy for the Integration of Persons with Disabilities — research grants: September 1.

NSERC — major equipment and installations, all infrastructure grants, Steacie prize: October 1.

Ontario Friends of Schizophrenics/OMHF — research grants: September 24.

Ontario Mental Health Foundation — research grants, major equipment grants: September 24.

Ontario Ministry of Health — Trillium career scientist (nominations): August 31.

Physicians' Services Inc. Foundation — research grants: September 7.

Proctor & Gamble Company — animal alternatives research: September 1.

SSHRC — status of disabled persons secretariat joint initiative: September 1; SSHRC/Northern Telecom science culture in Canada program grants: September 15;

post-doctoral fellowships: October 1; research and strategic grants: October 15.

Whitaker Foundation — preliminary proposals: September 1.

PHD ORALS

Graduate faculty please call the PhD examinations office at 978-5258 for information regarding time and location for these listings.

MONDAY, AUGUST 23

Jonathan Matityahu Gottstein, Department of Psychology, "Repetition Priming for Newly Formed Associations is Mediated by Perceptual Processes." Prof. M. Moscovitch.

Ji Li, Faculty of Management, "Demographic Diversity, Tokenism and Their Effects on Group Interaction Processes." Prof. J.P. Siegel.

TUESDAY, AUGUST 24

Jennifer Clibbon, Department of History, "The Soviet Press and Grass-Roots Organization: The Rabkor Movement, NEP to the First Five-Year Plan." Prof. R.E. Johnson.

Bernard Edward Williams, Faculty of Management, "New Recruits and the Dynamics of Organizational Structuration: An Interactive Perspective on Organizational Socialization." Profs. M.J. Evans and H.P. Gunz.

THURSDAY, AUGUST 26

Rong Liang, Department of Electrical & Computer Engineering, "A Low Ripple Power Supply System for High Current Magnet Load." Prof. S.B. Dewan.

Tai-Jin Shin,

Department of Education, "The Connections between Education and National Development in East Asian Countries: With Special Reference to the Structural Analysis of Higher Education Expansion and Economic Growth in the Republic of China." Prof. J.W. Holland.

FRIDAY, SEPTEMBER 3

Benjamin B. Olshin, Institute for the History & Philosophy of Science & Technology, "A Sea Discovered: Pre-Columbian Conceptions and Depictions of the Atlantic Ocean." Prof. B.S. Ball.

TUESDAY, SEPTEMBER 7

Richard Lehner, Department of Biochemistry, "Purification and Characterization of Acylglycerol Acyltransferases from Rat Intestine." Prof. A. Kuksis.

Carole-Lynne M. Le Navenec, Department of Sociology, "The Illness Career of Family Subsystems Experiencing Dementia: Predominant Phases and Styles of Managing." Prof. N. Bell.

WORDS OF WINNERS

What makes a good teacher? Teaching award winners offer some answers

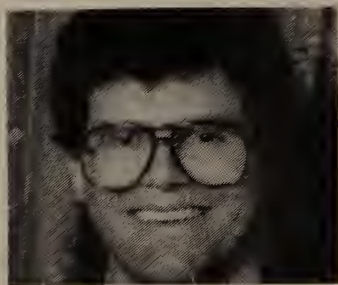


Professor Rebecca Comay of the Department of Philosophy teaches in the area of modern European philosophy and gives a course in the Literary Studies Program at Victoria College. She was among the winners of teaching excellence awards for 1992-93 sponsored by the Association of Part-time Undergraduate Students (APUS) and the Students' Administrative Council (SAC).

One of the curious things about starting out as an academic is that you're really not equipped at first to teach. Nothing in your graduate school experience, which is this isolated, crazy kind of existence, particularly prepares you for teaching: it's just assumed automatically that you can teach. I found it quite overwhelming in my first few years.

"The most important thing for me is taking the subject matter seriously, which means taking the students seriously and assuming that people are there because they're interested. Usually it's a self-fulfilling prophecy.... But if the question is what makes for a successful classroom experience, it's probably more productive to look at the institutional constraints or possibilities rather than at the personal qualities of individual teachers. When classes are over-crowded and everyone's over-pressured, over-worked and over-extended in all directions, it doesn't make for a good learning experience. There are real obstacles today to the kind of collective intellectual pursuit that a classroom ideally should represent.

"Ultimately it boils down to dollars and cents. To support teaching means allocating funds such that classes are maintained at a manageable size and students can have adequate access to their professors. That's the bottom line."



Professor Mart Gross of the Department of Zoology is an evolutionary ecologist. He teaches a fourth-year specialty course on reproductive strategies as well as handling some of the teaching duties for an introductory course in biology. Gross was one of the winners of the 1992-93 teaching excellence awards sponsored by APUS and SAC.

Success in teaching requires a couple of things. One is authority in the field: you really have to understand the material deep down. The second is a passion for the subject. I hear that some people can learn to become

good teachers, but I think what they're doing is simply learning some of the skills of transferring information — they're not learning the passion, or how to be authorities in the topic.

"I still get extremely nervous before I give a lecture. I always think that I'm going to blow it and I have to gear myself up.... What you really want is to make the students feel that they're going to learn a lot and that they themselves can contribute to the course. You do that by showing your own interest and enthusiasm for the material — because that can be infectious — and by showing that you like the students: it tends to be forgotten that the people in the class are human beings who need to feel liked and appreciated. You also have to show your authority for the material. After all, students are paying money and they want to feel that the person instructing them is knowledgeable."



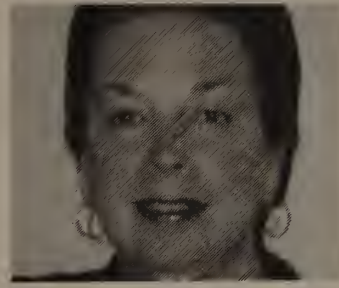
Professor Gretchen Kerr of the School of Physical & Health Education was awarded a pre-tenure teaching innovation award in 1991-92 from the U of T Senior Alumni. Her area of expertise is psychological stress in relation to athletes' performance and injuries and illness in general.

One of the reasons I think I received the award would probably be my classroom style. I try to make the content meaningful by personalizing it and making it practical. I use a lot of group work — even in a class of 150 — where they solve case study problems. These are often typical scenarios that the students have run into and have difficulty dealing with. One thing I've found that helps me to get students to contribute to class discussions is to learn their names. It sets a rapport and they all feel a lot more special when they know they're not just another number. I also use skits when we're discussing a concept like group dynamics. Each group will go off and think about a concept and then present it to the class. What usually happens is the others will say, 'I know someone who does that in group discussions or a leader who behaves that way,' so it makes it very practical.

"I try to lecture as little as possible and more or less guide them in their own learning. They have to really work when they come to class. They can't just sit back and passively take notes. I think they get more out of it that way.

"I hope they learn more about themselves. All my classes are focused on doing a lot of self-discovery because I think the more you understand yourself, the more you understand other people. Most of our graduates work in fields where they work with people a lot.

"The content of what you teach is the smallest part of what you actually get across to the students. I think the other values and skills are more important because they will help the students wherever they go, whatever they do."



Judith Pöe of chemistry at Erindale College is a senior tutor. She teaches first-year chemistry, organizes and supervises all first-year laboratories and trains chemistry tutors and teaching assistants. Pöe has just been awarded a 1993 3M teaching fellowship as well as a lieutenant-governor's award for teaching excellence. In 1991 she was the first recipient of the Erindale College Teaching Excellence Award.

Can a person be both an excellent researcher and an excellent teacher? One needs only to think of the famous undergraduate lectures of physicist Richard Feynman or of our own Northrop Frye to know that, of course, excellence in both research and teaching is a real possibility. The fact that this question even arises, however, indicates the existing tension over these priorities at the University.

"There may be some faculty who are not interested in teaching. Others are so occupied with writing grant proposals and supervising graduate research that their availability to undergraduates is severely limited. Their interest in teaching is in conflict with their research interests and, in fact, with their self-interest. A 15-minute paper read at a national meeting nets more kudos than an inspired series of lectures to undergraduates. Because of the relative anonymity associated with it, I believe educating undergraduate students has not maintained its proper pre-eminence at Canadian universities.

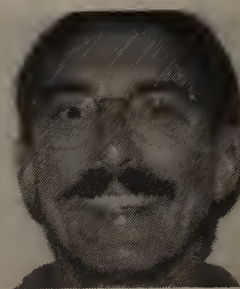
"While true excellence in both teaching and research is indeed possible, it is rare and it is probably not realistic to expect it to be otherwise. And there is no significant body of literature to suggest that one is necessary in order to achieve the other. Some of our universities' most brilliant teachers are not among those most active in research. I believe that by equating excellence with research, our universities have too narrowly defined scholarship."



Professor Ken Selby of the Department of Civil Engineering specializes in management of construction projects. Since the late 1970s he has run a small construction firm that has hired between 150 and 200 students during the summer. Selby was one of the winners of the 1991-92 teaching excellence awards sponsored by APUS and SAC.

What I enjoy most about my job is the interaction with the students. There are few jobs where you are surrounded by a continuing flow of intelligent, optimistic, enthusiastic, hard-working young people who never age. My colleagues age about a year per year but the students are always the same. In a practical area such as construction it's not uncommon to learn from the students. If you have a large class, the students accumulate as much work experience in one summer as most people do in a career. There's a fair bit of give and take in the class — information about new materials, new methods and so on.

"In my teaching I try to convey that all big projects are a series of small steps and if the steps are done right you can bring the project in on time and within budget."



Professor Lorne Tepperman of the Department of Sociology is a specialist in population and family issues. The author of several books he has taught a myriad of sociology courses; now he is in charge of just one class, the introductory course, Sociology 101, attended by nearly 1,000 students at a time. Last spring Tepperman received an outstanding teaching award from the Faculty of Arts & Science.

I feel very strongly about teaching. Certainly, I didn't when I first started in the University. I don't think any of us do. I think we all get our PhDs and look for an opportunity to do our research and writing. Teaching is the price you have to pay to do those things. It's really only in the last 10 years that teaching has become very important to me.

"When I go into the classroom I feel these are people just like my kids — there are just a vast number of things they don't know and I've got to try to help them with that.

"The majority of students are not well read, they don't know a lot about history and the arts. Many of them come from poor families or from families where no one has ever attended university before. Some have no idea what it means to be an educated person. So, you can see there is an enormous responsibility for the teacher not only to get across a certain body of material — that's the easy part and that's what the books do. What I've got to do as a person standing in front of them is to show them what scholarly inquiry is about and what reason and reflection and the analysis of evidence is supposed to be.

"They come to us with the idea that we are supposed to fill them with information which they then play back to us on exams. We've got to get them away from that notion lest they carry away with them an absolutely wrong idea about what universities are, what education is and what they can do with their minds. So, what we're doing here at U of T is an extraordinarily important thing. I can't think of anything that could be more important."